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ABSTRACT

This publication contains the three communication skills units of the three levels of Support Materials for Agricultural Training (SMAT) in the area of occupational health and safety: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her written and spoken communication skills needed to deal with occupational safety and health. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Four types of activities are found in the communication unit: key word activities, reading activities, writing activities, and spoken communication activities. Model answers are provided. Topics covered in Level 1 are as follows: danger on the farm, talking safety, rollover protection, chemicals, chemicals: emergency and first aid, accidents and injuries, emergencies, and tractor accidents. Topics covered in Level 2 include the following: safe chemical use, children on farms, getting your message across, zoonoses, and talking farming. Topics covered in Level 3 are as follows: a farm accident, WorkCover Certificate of Capacity, worker's claim for compensation, employer claim report, farm electrical safety, and creating networks. (YLB)

ED 431 086

Occupational Health and Safety

Level 1

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Support Materials for Agricultural Training

CE 078 737

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Introduction

Welcome to this unit of the SMAT materials, *Occupational Health and Safety 1*.

SMAT stands for Support Materials for Agricultural Training. SMAT will help you improve your written and spoken communication skills and your numeracy skills, so you can succeed at training programs or communicate more successfully in your workplace.

This unit helps you with the reading, writing and spoken communication skills you need to deal with occupational health and safety. This unit is not a course in occupational health and safety, but it will support you if you do a course in occupational health and safety.

Where this fits

SMAT has four topics: *Agricultural Production, Farmers as Employers, Farm Management and Leadership and Occupational Health and Safety.*

This unit is Level 1 of *Occupational Health and Safety.* There are three units of *Occupational Health and Safety:* Level 1 (starting), 2 (continuing) and 3 (completing). Each unit has two parts: Communication Skills and Numeracy.

After you finish this unit, you could try the other units at the same level: *Agricultural Production 1, Farmers as Employers 1, Farm Management and Leadership 1.*

Then you could try the units at a higher level.

You do not have to complete every unit in SMAT. It is up to you to choose the most useful parts and work through them.

How to use these materials

You can use the SMAT materials by yourself, with someone to help you, or in a group or class. It is hard to work by yourself, so it is a good idea to have someone who can give you advice and feedback (a mentor). This person could be a trainer from a college or community centre, a relative, a neighbour or a friend.

The unit is written so you can start at the beginning and work through it. Or if you like you can choose parts of the unit and only do those parts. Spend more time on the parts which are most useful for you. If something is not useful, you can skip it.

There is no certificate to go with the SMAT materials. But SMAT helps you improve your skills so you can do other courses and get other certificates. For example: FarmSmart, Rural Business Management, and courses run by the Department of Natural Resources and Environment. You will also find that working through SMAT improves the communication and numeracy skills that you need in your working life.

Outcomes

After you finish the SMAT materials you will be able to communicate more effectively in speech and writing and use numeracy skills more effectively. You will be able to give instructions, write a witness account and interpret chemical labels.

How long should I spend?

This depends on you. The amount of time will be different if you are working by yourself or in a group, with a mentor or without, and if you do all the activities or not. Take enough time to do all the activities that are relevant to you, to a standard high enough to satisfy you.

Activities

Each unit has a number of activities for you to do. In the communications units there are four types of activities:

- key word activities
- reading activities
- writing activities
- spoken communication activities.

In the numeracy units there are numeracy activities.

Sometimes you can write answers to these activities in the book. Sometimes it is better to write them in a notebook. Sometimes for the spoken communication activities you will need to go and speak to some other people.

In some places there are also practice writing and practice reading activities. These are extra activities. You can choose to do them if you think you want extra practice in something.

Most of the activities have model answers in the back of the book. You can also ask your mentor to check your answers.

What you need

Before you start, make sure you have the following:

- a notebook (A4 size is best)
- pens, pencils, highlighter pens
- a file or folder to keep extra papers.

Assessment

There is no formal assessment for SMAT. But it is a good idea to have a mentor look at what you have done. That way you can decide together what you have learned and what you need to improve.

Remember, the SMAT materials are a resource for you to use to improve your skills. It is up to you how you use them and how much of them you use.

Danger on the farm

Farming is a dangerous job, and farms are dangerous places. Besides injuries from accidents, farmers and their families also suffer from many other health problems. But farmers can do things to make farms safer and healthier.

Activity 1

dangers

1. These are key words used when writing about health and safety.

toxic

directions for use

first aid

poison

protection

accident

hazard

skin rash

rollover

hearing loss (deafness)

allergy

electric shock

risks

This activity will help you practise writing key words about health and safety. Choose key words from the list and write them in the table provided. Sort them into three groups: tractors, chemicals and machinery. Some words can go in more than one group. You can add other words of your own too.

Chemicals	Machinery	Tractors

2. This activity helps you develop the skill of reading articles to find information.

   Here is a newspaper article about farm accidents. Read it carefully, then answer the true/false statements which follow.

Page 6 **WORKCOVER**

A tractor accident

Colleen Pruser's 18 year old son was killed by a tractor rollover in 1981.

Colleen remembers how hard the family worked to get the farm going. "One holiday in 26 years. But we were getting there. Wayne's good years were all ahead of him."

Wayne had grown up on the family farm. He had often driven small tractors. His father always told him "The first rule of tractors is, if you feel it go, just jump."

Wayne was saving money for a holiday in Queensland. He agreed to do an extra day's work for a mate.

Wayne was driving a big silage tractor. It was bigger than anything he had driven before, but he thought he could handle it.

The surface of the silage was tricky. He didn't have the feel of it. Without warning, the tractor rolled over and crushed him.

Colleen says: "It never gets much better. I miss him all the time. Maybe some time I'll only think of him fifty times a day."

Colleen is very concerned about farm safety. "Tractors aren't all the same. But they can all kill you if you let them."

(Article adapted from A Dangerous Bloody Job)

Figure 1: Farm accidents top charts
(Reprinted with permission from the* Camperdown Chronicle *11 July 1997)

Decide if each of these sentences is true or false. Tick the correct answer. The first one has been done for you.

	True	False
There are more deaths in farming than mining.	☐	☑
Farming is more dangerous than most other jobs.	☐	☐
More than 100 people die on farms in Australia every year.	☐	☐
Children are in danger of drowning on farms.	☐	☐
Tractors are very dangerous.	☐	☐

3. Here are some words from the article:

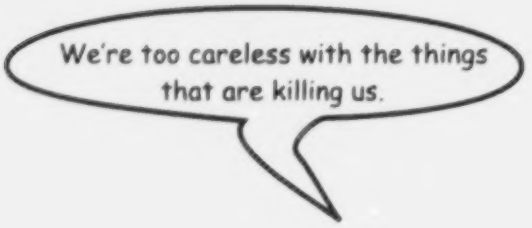
tractors **dangerous** **industries** **injuries** **drowning**

Write one word from the above in each of these sentences:

Farming is a very …….. job. In fact, mining and farming are the two …….. with the most accidents. People working on farms often suffer …….. Common causes of death are …….. and ……..

Talking safety

Farms are dangerous workplaces. This is how one farmer put it.



Anyone working or visiting on a farm needs to be:

- warned of the dangers
- told how to avoid them.

Giving safety instructions

Think about the dangers on the farm where you work. Think about what you need to do to warn visitors and workers about?

When you give people safety instructions, you don't want to leave anything out. It's a good idea to plan what you are going to say and how you will say it. Jot down some notes if it helps you remember.

Figure 2: Making notes

Before you give safety instructions to someone, ask yourself:

- What do they need to know?
- How should I tell them?

When you give people safety instructions, always:

- use simple clear language
- start off your sentence with words such as no, don't, never, always, no one
- repeat important things.

No kids near the dam.
Always wear gloves
Don't use your mouth to suck out the blocked hose because you'll swallow poison.
Never stand on the top rung of the ladder to pick because you'll lose your balance.

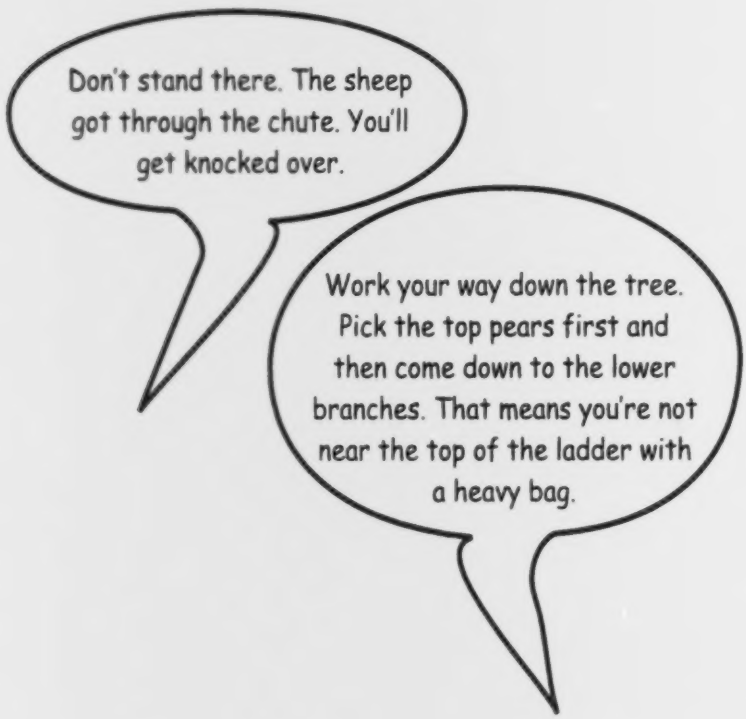
Remember the tone you use and the look on your face should match the serious message you are giving.

As you talk, go through each instruction step by step. It will help listeners understand if you say things like:

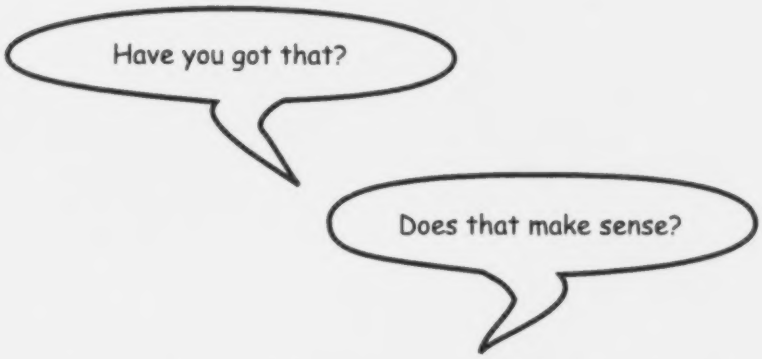
- the first step is . . . , the second step is . . .
- the most important thing to remember is . . .
- before you start . . .

Figure 7: Farmers and tractor

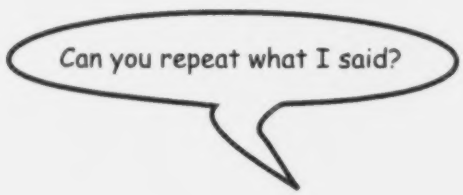
It's a good idea to give people reasons for doing or not doing things.


Don't stand there. The sheep got through the chute. You'll get knocked over.
Work your way down the tree. Pick the top pears first and then come down to the lower branches. That means you're not near the top of the ladder with a heavy bag.

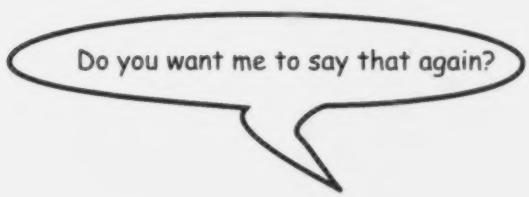
Check if your listener has understood by asking them:



People often say they understand when they don't. To check that they have got your message, you can ask them to repeat it back to you.



When you are giving instructions, watch your listener to see if they understand what you say. If they look confused, stop and ask them if they understand.



Sometimes you may need to say the same thing using different words.

Activity 2

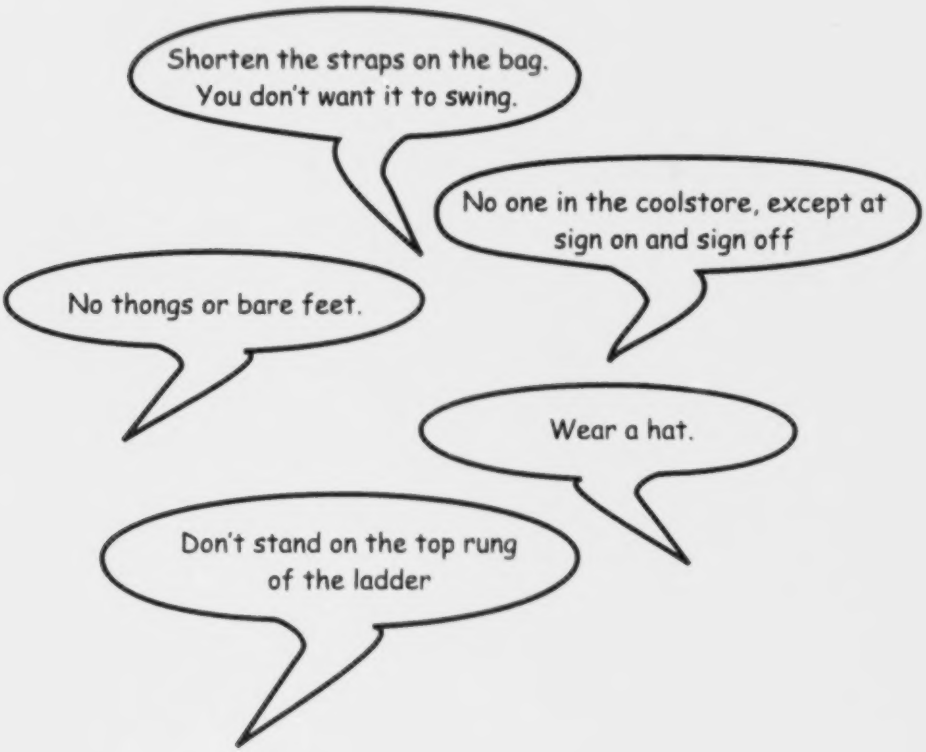
Think about the dangers on the farm you listed before in Activity 1. What safety instructions would you give to visitors to make sure they are aware of the dangers on the farm? Note them down here.

Talking safety

It's not only visitors to a farm who need to talk about safety. Farm workers should be talking and thinking about it.

This is how Ken, an orchardist, tackles it. All new pickers are given a tour of the buildings. They are then:

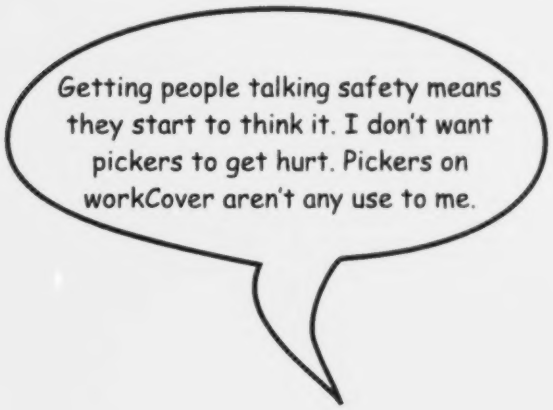
- shown how to pick
- told about safety procedures.


Shorten the straps on the bag. You don't want it to swing.
No one in the coolstore, except at sign on and sign off
No thongs or bare feet.
Wear a hat.
Don't stand on the top rung of the ladder

On Ken's orchard all pickers go to weekly meetings. At these meetings they:

- talk about safety worries they have
- plan how to use new equipment
- plan how to do jobs safely.

These meetings aren't a waste of time. Ken says:


Getting people talking safety means they start to think it. I don't want pickers to get hurt. Pickers on workCover aren't any use to me.

If you are an employer, think about having safety meetings. If you are a worker, ask if you can have safety meetings.

Activity 3

What safety issues would you bring up at a safety meeting on your farm?

Rollover protection

Tractors can be made safer by installing rollover protection (ROPS).

Figure 4: Using an old tractor

Jim and Mary have an old tractor made before 1981. It has no rollover protection (ROPS). They decide to get a ROPS installed.

Mary knows they can apply for a subsidy from the Victorian Farmers Federation and WorkCover. There is an application form. Mary fills in the form. (If you need more help with filling forms, see *Farm Management 1.)* (Subsidy scheme concluded on 1 September 1998)

What other dangers can you identify operating a tractor?

Example: A ROPS subsidy application

WorkCover rollover protection (ROP) subsidy application form

Please use one form for each ROP application

Installation

Installation company's name: ROSE INSTALLATIONS

Address: 24 - 28 COLLINS ST

MELBOURNE, VICTORIA

Postcode: 3000

Telephone: 9207 - 5513

Date of installation: 8 8 97

Brand of ROP: DAVID ROP

Year of tractor manufacture: 1971

Serial number of ROP: XXXXXXX

Engine serial number: XX XXXXX

Tractor make and model: BURGESS

Name of installer: RICHARD CALVER MECHANIC

Signature of installer:

ROP manufacturer: BURGESS

Telephone: XXXX XXXX

Invoice number: XXX XXXX

Invoice subject to verification by VFF:

ROP price: $ 450

PLEASE TURN OVER

WorkCover ROP subsidy application form

please attach a copy of an invoice

Figure 5: Completed ROPS subsidy application
Reprinted courtesy of Victorian Workcover Authority

Activity 4

This activity helps you practise filling in forms.

Suppose you have had a ROPS installed on your old tractor and you are applying for a subsidy. Complete this form with the details. (You can use real information about your tractor and your mechanic.)

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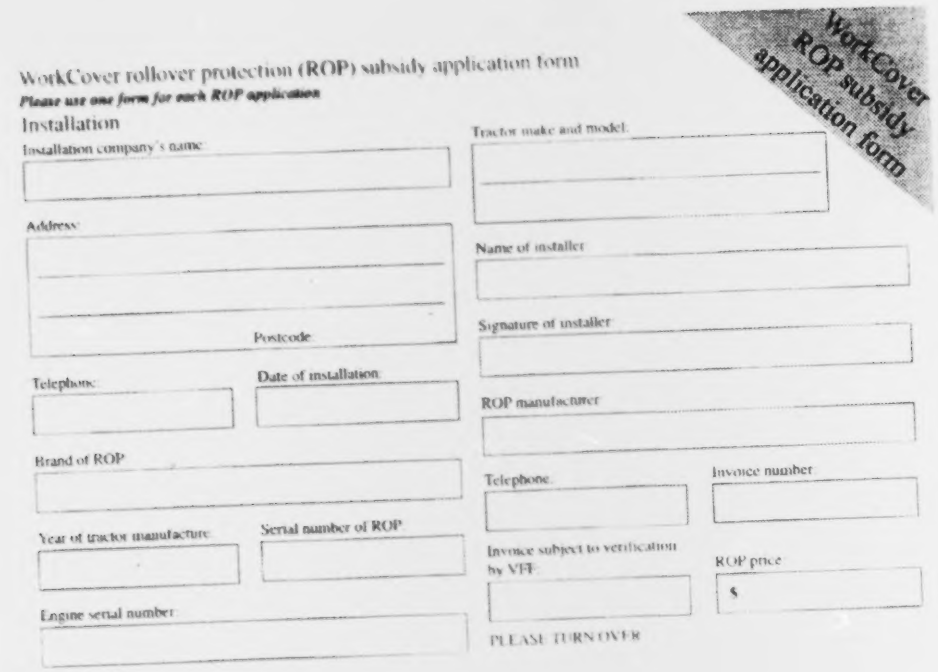

WorkCover rollover protection (ROP) subsidy application form

WorkCover ROP subsidy application form

Please use one form for each ROP application

Installation

Installation company's name:

Address:

Postcode

Telephone:

Date of installation:

Brand of ROP:

Year of tractor manufacture:

Serial number of ROP:

Engine serial number:

Tractor make and model:

Name of installer:

Signature of installer:

ROP manufacturer:

Telephone:

Invoice number:

Invoice subject to verification by VFF:

ROP price:

$

PLEASE TURN OVER

Figure 6: Blank ROPS subsidy application
Reprinted with permission from Victorian Workcover Authority

Chemicals

Chemicals can be useful to control weeds and pests. But they can be dangerous to people and the environment too.

Activity 5

Here are some of the signs and symbols you can see on chemicals. Which of these are commonly found on your farm?

Figure 7: Warning signs and symbols

Match the following key words with the signs. Write the names below each sign.

- dangerous when wet
- corrosive
- harmful
- explosive
- flammable
- poison
- radioactive.

On chemical labels you will also see a schedule number like S5, S6 or S7. S7 means Schedule 7. To use Schedule 7 poisons like Paraquat and some other chemicals, you must have an Agricultural Chemical User Permit (ACUP) from the Department of Natural Resources and Environment (DNRE). To get the permit you have to do the Farm Chemical Users Course (FCUC).

This is what one farmer, Stan, says about chemicals:

"I never bothered reading the labels. I just chucked on as much as I could, then a bit more to make sure. I never wore gloves or protection. Now the doctor's told me I've got skin cancer, and the EPA are threatening to take me to court. I should have been a hell of a lot more careful."

What do you think about Stan's approach?

Here is part of an information leaflet about chemicals.

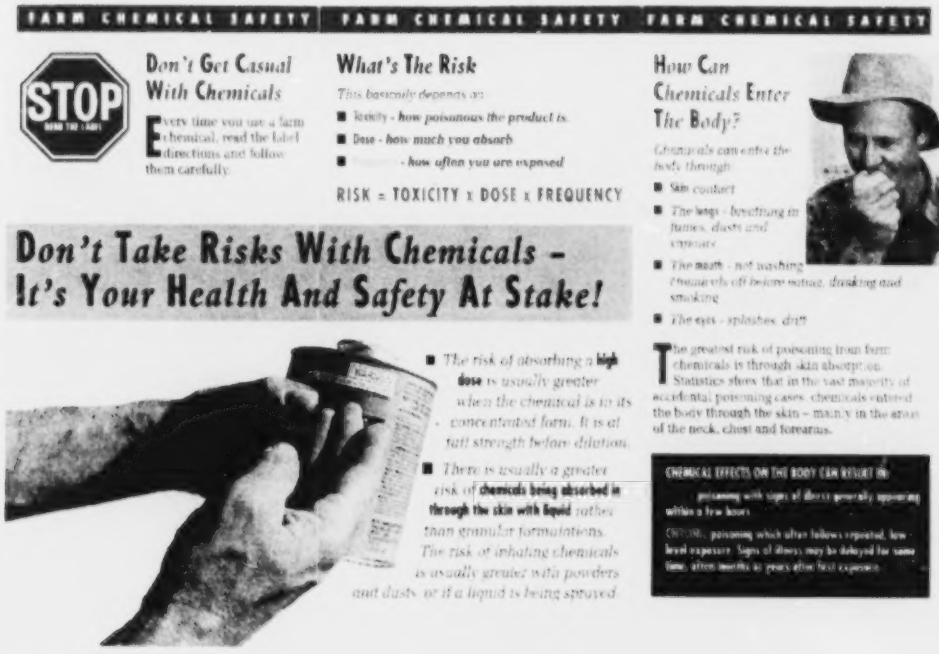
FARM CHEMICAL SAFETY
FARM CHEMICAL SAFETY
FARM CHEMICAL SAFETY
STOP
Don't Get Casual With Chemicals
Every time you use a farm chemical, read the label directions and follow them carefully.
What's The Risk
This basically depends on:
Toxicity - how poisonous the product is.
Dose - how much you absorb
- how often you are exposed
RISK = TOXICITY x DOSE x FREQUENCY
How Can Chemicals Enter The Body?
Chemicals can enter the body through:
Skin contact
The lungs - breathing in fumes, dusts and vapours
The mouth - not washing chemicals off before eating, drinking and smoking
The eyes - splashes, drift
Don't Take Risks With Chemicals – It's Your Health And Safety At Stake!
The risk of absorbing a high dose is usually greater when the chemical is in its concentrated form. It is at full strength before dilution.
There is usually a greater risk of chemicals being absorbed in through the skin with liquid rather than granular formulations. The risk of inhaling chemicals is usually greater with powders and dusts, or if a liquid is being sprayed.
The greatest risk of poisoning from farm chemicals is through skin absorption. Statistics show that in the vast majority of accidental poisoning cases, chemicals entered the body through the skin – mainly in the area of the neck, chest and forearms.
CHEMICAL EFFECTS ON THE BODY CAN RESULT IN:
poisoning with signs of illness generally appearing within a few hours
CHRONIC poisoning which often follows repeated, low-level exposure. Signs of illness may be delayed for some time, often months or years after first exposure.

Figure 8: Farm chemical safety leaflet: sections "What's the risk" and "How can chemicals enter the body" Reproduced with permission of the Department of Natural Resources and Environment

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Activity 6

This activity will help you develop your vocabulary and spelling.

1. Here are some of the health problems that chemicals can cause.

health problems from chemicals

nausea

burns

cancer

nosebleed

headache

dizziness

vomiting

skin rashes

eye problems

- Have you ever experienced any of these problems?

- What are some ways of staying safe when you use chemicals?

2. The next activity helps you to read chemical labels. Here are some safety directions for a chemical.

Note the following safety directions.

1 Avoid contact with eyes and skin.

2 When preparing product for use, wear elbow length PVC gloves and face shield or goggles.

3 After use, and before eating, drinking, or smoking, wash hands, arms and face thoroughly with soap and water.

4 After each day's use, wash contaminated clothing, gloves and face shield or goggles.

5 When using controlled droplet applicator, wear protective waterproof clothing and impervious footwear.

Example: safety directions for chemicals

If you want to know all about chemical labels, you should also look at these books:

The Spray Rite Kit from the Victorian College of Agriculture and Horticulture.

Understanding Farm Chemical Labels by Workplace Language Unit, Outer Eastern College of TAFE, 369 Stud Road, Wantirna South, Victoria, 3152. Ph: (03) 9210 1288.

Here are some pictures of safe chemical use.

Write the instruction under each picture.

Picture A

Picture B

Picture C

Picture D

Picture E

Chemicals: emergency and first aid

In this section we will look at what you need to read, say and do in emergencies when first aid is required.

first aid

emergency

first aid

poisoning

swallowed

vomiting

Ipecac *syrup which makes people vomit*

Atropine *tablets to take for some kinds of poisoning.*

Sometimes accidents happen involving farm chemicals. If this happens, you need to have a plan. The Farm Chemical User's Course tells you all about what needs to be in your plan.

For more information about this course, contact Macmillan Campus, University of Melbourne, Warragul, Victoria, (03) 5624 0200.

Everyone should know that a chemical label contains vital first aid information. The label is the first place you must look in an emergency.

You need to scan the label to find the words: First Aid and Emergency.

Reading skills: scanning

Scanning means reading something very quickly to find a particular piece of information.

Example: chemical label

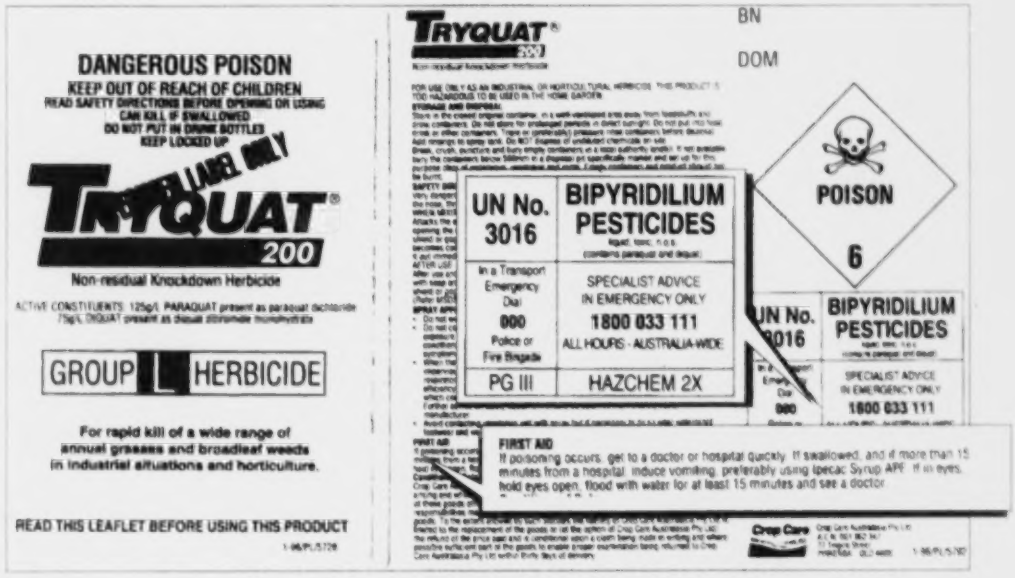
DANGEROUS POISON
KEEP OUT OF REACH OF CHILDREN
READ SAFETY DIRECTIONS BEFORE OPENING OR USING
CAN KILL IF SWALLOWED
DO NOT PUT IN DRINK BOTTLES
KEEP LOCKED UP
LABEL ONLY
TRYQUAT 200
Non-residual Knockdown Herbicide
GROUP L HERBICIDE
For rapid kill of a wide range of annual grasses and broadleaf weeds in industrial situations and horticulture.
READ THIS LEAFLET BEFORE USING THIS PRODUCT
TRYQUAT 200
BN
DOM
UN No. 3016
BIPYRIDILIUM PESTICIDES
In a Transport Emergency Dial 000 Police or Fire Brigade
SPECIALIST ADVICE IN EMERGENCY ONLY
1800 033 111
ALL HOURS - AUSTRALIA WIDE
PG III
HAZCHEM 2X
POISON
6
FIRST AID
If poisoning occurs, get to a doctor or hospital quickly. If swallowed, and if more than 15 minutes from a hospital, induce vomiting, preferably using Ipecac Syrup APF. If in eyes, hold eyes open, flood with water for at least 15 minutes and see a doctor.
Crop Care

Figure 14: Tryquat label
Reprinted courtesy of Crop Care Australasia Pty Ltd.

The first aid part tells you three things you must do:

- Get to a doctor or hospital quickly.
- If someone swallows the chemical, make them vomit (you can use Ipecac syrup).
- If the chemical goes in someone's eyes, flood the eyes with water for 15 minutes.

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The emergency part gives you two phone numbers:

- 000 if you need transport
- 1800 033 111 if you need emergency advice.

Figure 15: Farmer phoning

Activity 7

Here is another chemical label.

Roundup® CT

BROADACRE HERBICIDE

by Monsanto

DIRECTIONS FOR USE

FOR SPECIFIC RATES OF APPLICATION & COMPLETE DIRECTIONS FOR USE READ THIS REMOVABLE LABEL BOOKLET

SAFETY DIRECTIONS

- Product will irritate the eyes and skin.
- Avoid contact with eyes and skin.
- When preparing product for use wear elbow-length PVC gloves and face shield or goggles.
- After use and before eating, drinking or smoking, wash hands, arms and face thoroughly with soap and water.
- After each day's use wash contaminated clothing, gloves and face shield or goggles.
- When using controlled droplet applicator, wear protective waterproof clothing and impervious footwear.

FIRST AID

- If poisoning occurs, contact a doctor or Poisons Information Centre.
- If swallowed, DO NOT induce vomiting. Give a glass of water.
- If in eyes, hold eyes open, flood with water for at least 15 minutes and see a doctor.

STORAGE AND DISPOSAL

Store in the closed original container.
Avoid prolonged storage in direct sunlight.
Do not contaminate seed, feed or foodstuff.
Do not re-use container for any purpose. Triple rinse empty containers and determine whether recycling is possible. If so, caps must be replaced ready for collection. Otherwise, dispose of rinsate and empty container by burial at an approved disposal site. Puncture top, bottom and sides of empty container, then crush and bury in an approved landfill, or bury under at least 500 mm of soil in a non-crop,non-pasture area away from water sources or homes.

LIMIT OF WARRANTY AND LIABILITY

Monsanto Australia Limited ("Monsanto") warrants that this product conforms to the chemical description on the label. As the use of product sold is beyond the control of Monsanto, no responsibility whatsoever for any consequences is accepted in respect of this product, save those non-excludable conditions implied by any State and Federal legislation or law of a Territory. Not for re-packaging or reformulation. No licence under any non-Australian patent is granted or implied by purchase of this product

ONLY IN EMERGENCY,
CALL 1 800 033 111 ALL HOURS
Refer to Monsanto Material Safety Data Sheet 148

MONSANTO CUSTOMER FIRST

FOR PRODUCT INFORMATION CALL
TOLL-FREE 1 800 639 899

NRA Approval No 31394 / 02

Figure 16: Roundup label
Reprinted with permission from Monsanto

1. Find the first aid part and circle or highlight it.
2. What three things must you do? Complete these sentences:
   - Contact .....
   - If someone swallows the chemical .....
   - If it goes in someone's eyes .....

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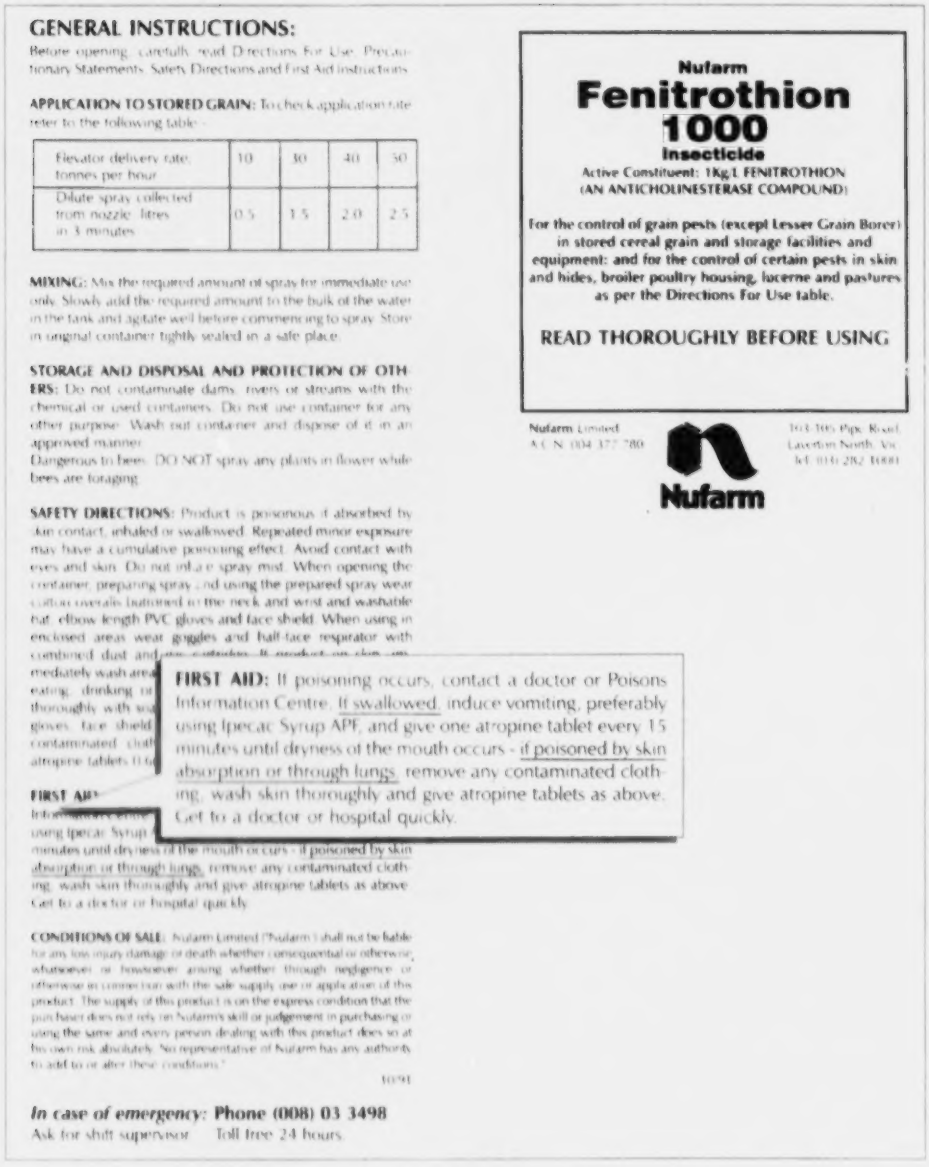
Here is another label.



GENERAL INSTRUCTIONS:

Before opening, carefully read Directions for Use, Precautionary Statements, Safety Directions and First Aid instructions.

APPLICATION TO STORED GRAIN: To check application rate refer to the following table:-

Elevator delivery rate, tonnes per hour	10	30	40	50
Dilute spray collected from nozzle, litres in 3 minutes	0.5	1.5	2.0	2.5

MIXING: Mix the required amount of spray for immediate use only. Slowly add the required amount to the bulk of the water in the tank and agitate well before commencing to spray. Store in original container tightly sealed in a safe place.

STORAGE AND DISPOSAL AND PROTECTION OF OTHERS: Do not contaminate dams, rivers or streams with the chemical or used containers. Do not use container for any other purpose. Wash out container and dispose of it in an approved manner.
Dangerous to bees. DO NOT spray any plants in flower while bees are foraging.

SAFETY DIRECTIONS: Product is poisonous if absorbed by skin contact, inhaled or swallowed. Repeated minor exposure may have a cumulative poisoning effect. Avoid contact with eyes and skin. Do not inhale spray mist. When opening the container, preparing spray and using the prepared spray wear cotton overalls buttoned to the neck and wrist and washable hat, elbow length PVC gloves and face shield. When using in enclosed areas wear goggles and half-face respirator with combined dust and gas cartridge. If product on skin, immediately wash area
eating, drinking or
thoroughly with soa
gloves, face shield
contaminated clothi
atropine tablets (1 6

FIRST AID: If poisoning occurs, contact a doctor or Poisons Information Centre. If swallowed, induce vomiting, preferably using Ipecac Syrup APF, and give one atropine tablet every 15 minutes until dryness of the mouth occurs - if poisoned by skin absorption or through lungs, remove any contaminated clothing, wash skin thoroughly and give atropine tablets as above. Get to a doctor or hospital quickly.

CONDITIONS OF SALE: Nufarm Limited ("Nufarm") shall not be liable for any loss, injury, damage or death whether consequential or otherwise, whatsoever or howsoever arising whether through negligence or otherwise in connection with the safe supply, use or application of this product. The supply of this product is on the express condition that the purchaser does not rely on Nufarm's skill or judgement in purchasing or using the same and every person dealing with this product does so at his own risk absolutely. No representative of Nufarm has any authority to add to or alter these conditions."

10791

In case of emergency: **Phone (008) 03 3498**
Ask for shift supervisor. Toll free 24 hours.

Nufarm
Fenitrothion 1000
Insecticide
Active Constituent: 1Kg/L FENITROTHION
(AN ANTICHOLINESTERASE COMPOUND)

For the control of grain pests (except Lesser Grain Borer) in stored cereal grain and storage facilities and equipment; and for the control of certain pests in skin and hides, broiler poultry housing, lucerne and pastures as per the Directions For Use table.

READ THOROUGHLY BEFORE USING

Nufarm Limited
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103-105 Pipe Road
Laverton North Vic
Tel: (03) 282 1000

Nufarm

Figure 17: Fenitrothion label
Reprinted courtesy of Nufarm Ltd.

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3. Find the first aid part. What must you do?

.....

.....

.....

There is more about chemicals in *Occupational Health and Safety 2.*

If you want to know all about chemical labels, you should also look at these books:

The Spray Rite Kit from the Victorian College of Agriculture and Horticulture.

Understanding Farm Chemical Labels by Workplace Language Unit, Outer Eastern College of TAFE, 369 Stud Road, Wantirna South, Victoria, 3152. Ph: (03) 9210 1288.

Accidents and injuries

You may need to give a written description of injuries, for example on a WorkCover form. In this section we will look at some of the language of accidents and injuries.

Activity 8

In this activity you will match the key words with treatment and person to see.

injuries

sore back

broken arm

cut

head wound

finger cut off

dislocated knee

Write the treatment and the person to see next to the key words.

- What treatment would you need for each one? Choose from: bandage, sling, bandaid, antiseptic, rest, hot water bottle and support bandage.
- Who would you need to see? Choose from: doctor, nurse, physiotherapist or chemist.

Example: accident report

Here is a small part of an accident report form. Read it carefully.

Accident Report

Person injured: *Jim Williams*

Date of accident: *20th July 1997*

Time of accident: *2.30 p.m.*

Describe the accident: *Jim was using the auger by the grain silo when it fell on him.*

Injuries: *Cut head and broken arm.*

Witness: *Steve Jones*

Reports have common information. An accident report would usually tell you:

- when it happened - date and time
- who was hurt – person injured
- how it happened – description
- what the injury was – injuries
- who saw it or knew about it – witness

Activity 9

Here are two pictures. Write A or B beside the picture which shows the accident Jim Williams described.

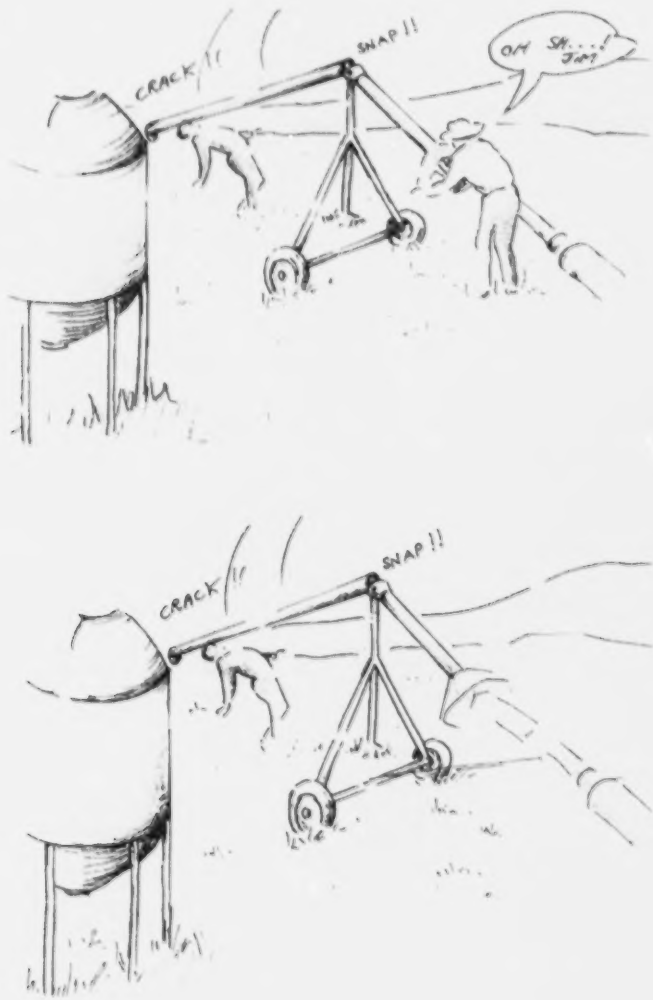
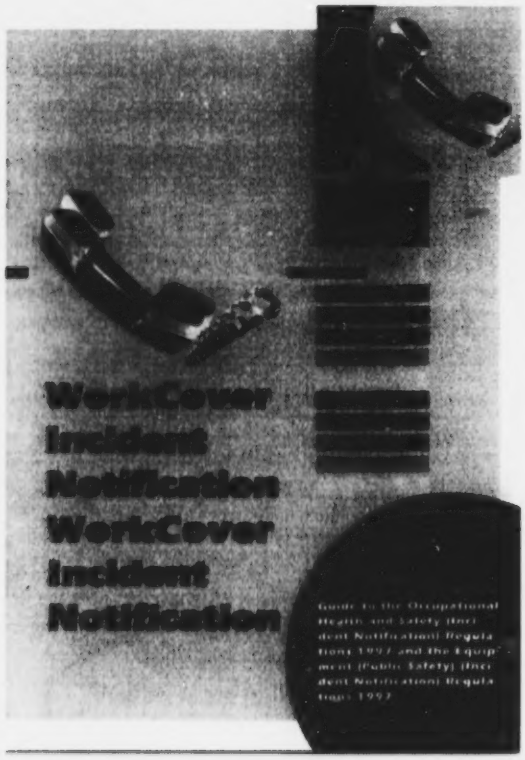


Figure 18: Which is the accident described?

Refer to *Workcover Incident Notification* requirements when an employee is injured at work.



Reprinted courtesy of Victorian Workcover Authority

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Emergencies

Ringing an ambulance

While some phone calls need planning, ringing an ambulance needs quick thinking.

Giving accurate information can save lives. If you ring an ambulance, you should be able to give clear and accurate details to the call taker.

This helps the call taker decide:

- how quickly an ambulance is needed
- the type of ambulance to send.

We need an ambulance. A farmhand has fallen off a ladder. She's unconscious and I think her leg is broken.
There's been an accident with a power take off shaft. We've got a bloke here with a very badly injured arm. He's bleeding badly.

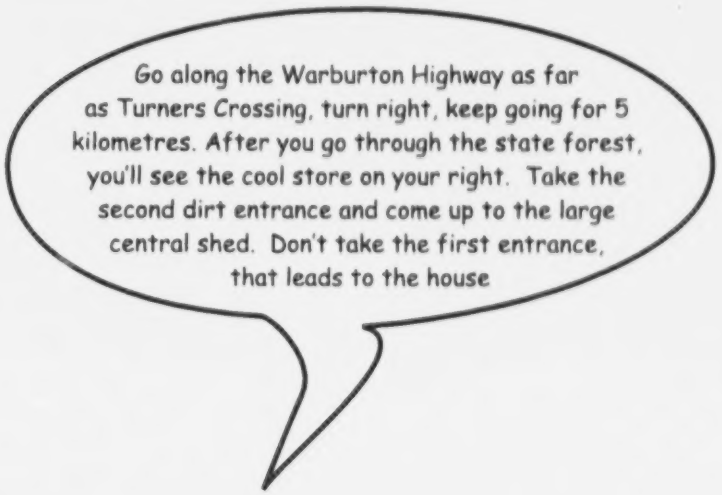
Tell the call taker:

- your exact address and how to get there
- what has happened
- the age of the patient

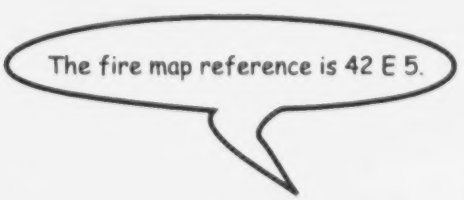
- if the patient is unconscious
- if the patient is breathing.

You also need to tell the call taker your telephone number. Don't hang up until told. The call taker may need to ask further questions or give you instructions.

Ambulances are sometimes late because they have been given unclear directions. They waste time trying to find the right address. They need clear directions with landmarks like this:


Go along the Warburton Highway as far as Turners Crossing, turn right, keep going for 5 kilometres. After you go through the state forest, you'll see the cool store on your right. Take the second dirt entrance and come up to the large central shed. Don't take the first entrance, that leads to the house

Farms in Victoria are covered by Fire Map Reference Books. Fire crews and ambulances use these books and many farmers have them. If you call an ambulance, you should give them a fire map reference:



Activity 10

Think about where you live.

How would you direct an ambulance to your address? Note it down here. Include important landmarks and the fire map reference.

.....

.....

.....

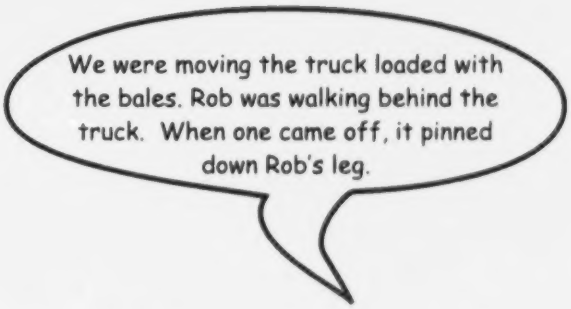
Witnessing an accident

You may be a witness to an accident at work. After the accident you may have to speak to:

- police
- ambulance officers
- employers
- insurance company staff.

It is important that you describe what you saw:

- clearly
- accurately.



Look back to the accident report you saw earlier. This gives you an idea of the questions that you could be asked.

Chris, a WorkCover investigator, says witnesses are asked who, where, what, when and why questions about the accident they witnessed.

Where did the accident happen?
When did it happen?
Who was there?
Who was injured?
What were they doing ?
Why do you think it happened?

If you see an accident, you may be shocked and find it hard to remember and describe what you saw.

To help you give the details, try to picture in your mind:

- before the accident
- the accident
- after the accident.

It might be hard, but it can help you to remember important details.

Then give all these details in order.

- Start with what was happening just before the accident.
- Then give details of the accident.
- End with what happened after the accident.

It was just after morning tea and we'd started up the tractor to begin spraying again.
He tried to adjust the take off shaft.
We turned it off as soon as we saw . . .

Activity 11

This activity helps you develop your report writing skills. You have to complete a short report of what you saw.

Look at the following pictures of a farm accident. You have to tell the police what happened. What would you say?

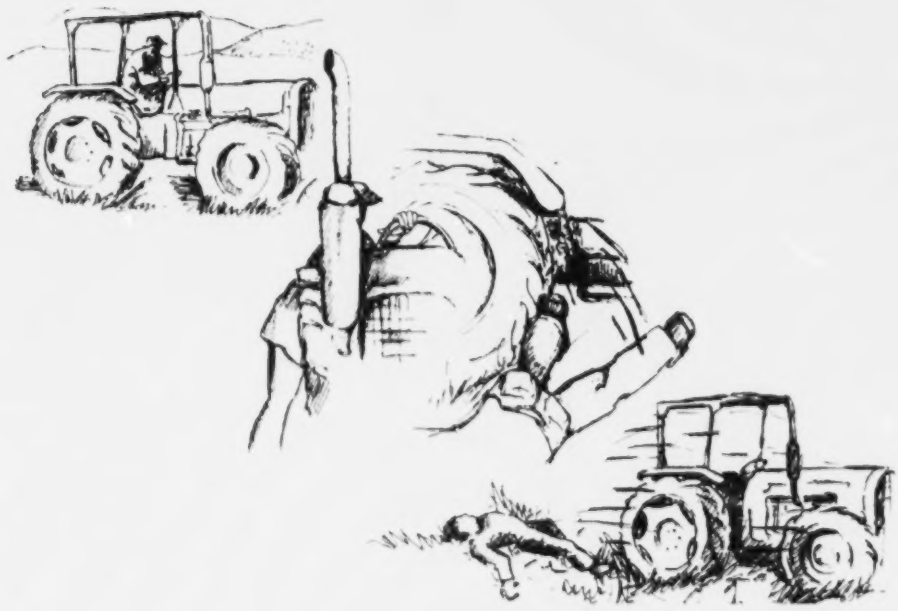


Figure 18: Tractor accident

Complete this form. For this exercise use today's date and your name.

Accident Report Form

Person injured: *Tony MacDougall*

Date of accident: .....

Time of accident: *2.30 p.m.*

Describe the accident: .....
.....
.....
.....
.....

Injuries: .....

Witness: .....

Giving evidence

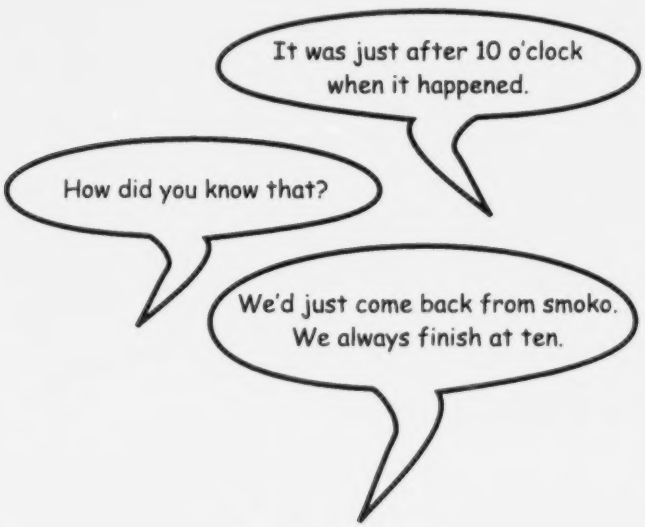
After an accident there is often an investigation.

This is what happens in an investigation:

- witnesses are asked questions
- the investigator writes down their answers
- the investigator puts together a statement
- witnesses sign their statements.

The investigator asks questions to find out if any safety laws have been broken. Witnesses may be asked:

- Where were you at the time of the accident?
- Has this type of thing happened before?
- Did you know about the regulation that says . . . ?
- Have you ever done any training in . . . ?



Your answers may be used in court so it is important that you:

- give accurate information
- say if you don't remember something.

If you have to sign a statement, make sure that you read it before signing. If you need help with reading, ask someone to read it out to you.

Activity 12

Here is a part of a witness's statement about an accident on a farm.

Read it and see if you can work out the questions the witness answered to make this statement.

"We usually have our water delivered on Fridays, but it was a Thursday just after lunch. I was working in the bottom paddock when I saw the tanker arrive. I got into my truck and drove up to the back of the house. I heard the engine of the truck running, but couldn't see Len, who usually delivered the water. When I went round to the front of the truck, I saw him on the ground. He was unconscious.

"I checked to see he was breathing and shouted out to my wife, who called an ambulance."

What questions was the witness asked?

Tractor accidents

Tractors cause many farm accidents. Every year, some farmers are killed when tractors rollover. Why do tractor accidents happen, and how can they be avoided?

Activity 13

1. The next activity helps you develop your reading skills. This article is from a WorkCover book about farm safety. It describes a real accident. Read the article carefully.

A tractor accident

Colleen Pruser's 18 year old son was killed by a tractor rollover in 1981.

Colleen remembers how hard the family worked to get the farm going. "One holiday in 26 years. But we were getting there. Wayne's good years were all ahead of him."

Wayne had grown up on the family farm. He had often driven small tractors. His father always told him "The first rule of tractors is, if you feel it go, just jump."

Wayne was saving money for a holiday in Queensland. He agreed to do an extra day's work for a mate.

Wayne was driving a big silage tractor. It was bigger than anything he had driven before, but he thought he could handle it.

The surface of the silage was tricky. He didn't have the feel of it. Without warning, the tractor rolled over and crushed him.

Colleen says: "It never gets much better. I miss him all the time. Maybe some time I'll only think of him fifty times a day."

Colleen is very concerned about farm safety. "Tractors aren't all the same. But they can all kill you if you let them."

(Article adapted from A Dangerous Bloody Job)

Figure 19: A tractor accident
Reprinted with permission from the Camperdown Chronicle

1. Look at these questions and find the answers in the article.

   - What was Wayne doing when the accident happened?
   - Did Wayne have experience of tractors?
   - Why did the tractor rollover?
   - What does Colleen think about tractors?

2. This activity helps you practise writing reports of accidents.

Here is a short report of an accident with a tractor. Complete the text by putting in the suitable words.

Choose from these words:

driving **rolled** **safe** **injuries**
driver **wheel**

ROPS saves another life

The value of tractor safety frames (ROPS) was shown at Gellibrand when a tractor 1..... and the driver walked away with no 2 .....

The tractor and a trailer were 3 ..... down a slope.

The tractor got away and charged down the hill.

The 4 ..... stayed with the tractor, holding onto the steering 5 .....

The tractor rolled until the ROPS stopped it.

The driver was 6 ....., protected in the zone of safety.

Model answers

Activity 1

Question 1

Tractors: first aid, accident, hazard, rollover

Chemicals: toxic, directions for use, first aid, poison, protection, accident, hazard, skin rash, allergy

Machinery: directions for use, first aid, protection, accident, hazard, hearing loss, electric shock.

Question 2

There are more deaths in farming than mining. **False.**

Farming is more dangerous than most other jobs. **True.**

More than 100 people die on farms in Australia every year. **False.**

Children are in danger of drowning on farms. **True.**

Tractors are very dangerous. **True.**

Question 3

Farming is a very *dangerous* job

In fact, mining and farming are the two *industries* with the most accidents.

People working on farms often suffer *injuries.*

Common causes of death are *tractors* and *drowning.*

Activity 6

Question 2

- Picture A

  3. After use, and before eating, drinking, or smoking, wash hands, arms and face thoroughly with soap and water.

- Picture B

  5. When using controlled droplet applicator, wear protective waterproof clothing and impervious footwear.

- Picture C

  2. When preparing product for use, wear elbow length PVC gloves and face shield or goggles.

- Picture D

  4. After each day's use, wash contaminated clothing, gloves and face shield or goggles.

- Picture E

  1. Avoid contact with eyes and skin.

Activity 11

Accident Report Form

Person injured: *Tony MacDougall*

Date of accident: *(Today's date)*

Time of accident: *2.30 p.m.*

Describe the accident: *Tony was walking beside the tractor. The back wheel went over his left leg.*

Injuries: *Broken leg*

Witness: *(Your name)*

Activity 13

Question 1

- He was driving a big silage tractor.
- He had often driven small tractors but not big ones.
- The surface of the silage was tricky and Wayne didn't have the feel of it.
- Colleen thinks that all tractors can kill you.

Question 2

Page 6 **FARM SAFETY**

ROPS saves another life

The value of tractor safety frames (ROPS) was shown at Gellibrand when a tractor 1. ***rolled*** and the driver walked away with no 2. ***injuries.***

The tractor and a trailer were 3. ***driving*** down a slope.

The tractor got away and charged down the hill.

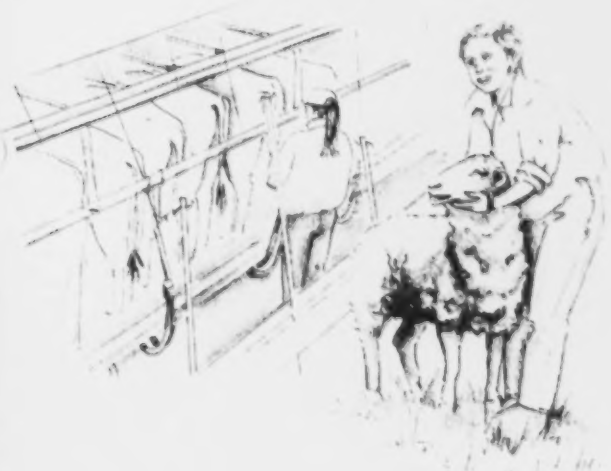
The 4. ***driver*** stayed with the tractor, holding onto the steering 5. ***wheel.***

The tractor rolled until the ROPS stopped it.

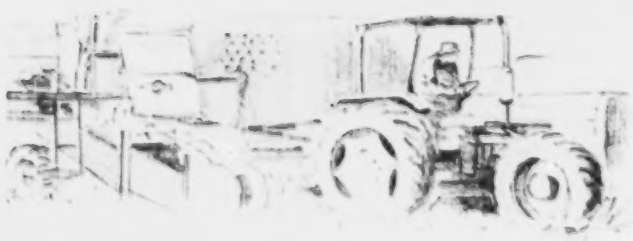
The driver was 6. ***Safe***, protected in the zone of safety.

Occupational Health and Safety

Level 2



Support Materials for Agricultural Training



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Introduction

Welcome to this unit of the SMAT materials, *Occupational Health and Safety 2*.

SMAT stands for Support Materials for Agricultural Training. SMAT will help you improve your written and spoken communication skills and your numeracy skills, so you can succeed at training programs or communicate more successfully in your workplace.

This unit helps you with the reading, writing and spoken communication skills you need to deal with occupational health and safety. This unit is not a course in occupational health and safety, but it will support you if you do a course in occupational health and safety.

Where this fits

SMAT has four topics: *Agricultural Production, Farmers as Employers, Farm Management and Leadership* and *Occupational Health and Safety*.

This unit is Level 2 of *Occupational Health and Safety*. There are three units of *Occupational Health and Safety*: Level 1 (starting), 2 (continuing) and 3 (completing). Each unit has two parts: Communication Skills and Numeracy.

After you finish this unit, you could try the other units at the same level: *Agricultural Production 2, Farmers as Employers 2, Farm Management and Leadership 2*.

Then you could try the units at a higher level.

You do not have to complete every unit in SMAT. It is up to you to choose the most useful parts and work through them.

How to use these materials

You can use the SMAT materials by yourself, with someone to help you, or in a group or class. It is hard to work by yourself, so it is a good idea to have someone who can give you advice and feedback (a mentor). This person could be a trainer from a college or community centre, a relative, a neighbour or a friend.

The unit is written so you can start at the beginning and work through it. Or if you like you can choose parts of the unit and only do those parts. Spend more time on the parts which are most useful for you. If something is not useful, you can skip it.

There is no certificate to go with the SMAT materials. But SMAT helps you improve your skills so you can do other courses and get other certificates. For example: FarmSmart, Rural Business Management, and courses run by the Department of Natural Resources and Environment. You will also find that working through SMAT improves the communication and numeracy skills that you need in your working life.

Outcomes

After you finish the SMAT materials you will be able to communicate more effectively in speech and writing and use numeracy skills more effectively. You will be able to recognise some farm dangers, give key instructions, keep records and participate more effectively in group discussions.

How long should I spend?

This depends on you. The amount of time will be different if you are working by yourself or in a group, with a mentor or without, and if you do all the activities or not. Take enough time to do all the activities that are relevant to you, to a standard high enough to satisfy you.

Activities

Each unit has a number of activities for you to do. In the communications units there are four types of activities:

- key word activities
- reading activities
- writing activities
- spoken communication activities.

In the numeracy units there are numeracy activities.

Sometimes you can write answers to these activities in the book. Sometimes it is better to write them in a notebook. Sometimes for the spoken communication activities you will need to go and speak to some other people.

In some places there are also practice writing and practice reading activities. These are extra activities. You can choose to do them if you think you want extra practice in something.

Most of the activities have model answers in the back of the book. You can also ask your mentor to check your answers.

What you need

Before you start, make sure you have the following:

- a notebook (A4 size is best)
- pens, pencils, highlighter pens
- a file or folder to keep extra papers.

Assessment

There is no formal assessment for SMAT. But it is a good idea to have a mentor look at what you have done. That way you can decide together what you have learned and what you need to improve.

Remember, the SMAT materials are a resource for you to use to improve your skills. It is up to you how you use them and how much of them you use.

Safe chemical use

As we know, chemicals on farms can be very dangerous. They can damage:

- people
- animals
- water
- plants
- soils
- the environment generally.

Some people believe it is better to use no chemicals at all. But for many farmers chemicals are part of a way of life. What can we do to make chemical use safer?

Here are some ideas:

- bury chemical drums
- read chemical labels
- wear protective gear.

Activity 1

1. Write some ideas for safe use of chemicals here. Think about safety before, while and after you use chemicals.

   - Before you use:

- While you use:

- After you use:

2 Look at the cartoon of an apprentice using a dangerous chemical. What is the apprentice doing right, and what is he doing wrong? How would you explain to the apprentice how to do it correctly?

Figure 1: Apprentice spraying

3. The next article describes one of the most dangerous chemicals, zinc phosphide.
These headings have been taken out of the article. Write the headings in the correct place.

- Dangers of zinc phosphide
- Safety precautions
- User courses
- High demand for zinc phosphide.

Page 5

Killer of mice and farmers

(1)_____

Farmers have been warned to take care when using zinc phosphide to kill mice. A late autumn break has delayed sowing in many areas, and grain growers are lining up to buy zinc phosphide to stop mouse infestations. Over 60 000 kg of zinc phosphide has been sold in Victoria so far — most of it for ground baiting.

(2)_____

Longerenong College lecturer, Russell Venn, has organised 20 zinc phosphide user courses for 600 farmers this year. He said that requests for courses were still being lodged. Next week he will travel to Jeparit to instruct growers on zinc phosphide safety, and effective use of ground and aerial baits.

"Farmers want to kill mice with zinc phosphide because it works. But they want to make sure that they don't hurt themselves, their families, their neighbours or wildlife," Mr Venn said.

"For people who are used to using chemicals there are no problems as long as they realise this is one of the most dangerous chemicals they will ever use."

(3)_____

Zinc phosphide emits a poisonous gas called phosphine, which builds up in the containers before they are opened. Users of the bait must wear a respirator to protect themselves against the gas. Skin should also be protected.

Zinc phosphide has the potential to cause organ failure and death in humans as well as mice. Initial poisoning symptoms include nausea, vomiting and diarrhoea.

(4)_____

Farmers wanting to use zinc phosphide have to successfully complete a Farm Chemical Users permit, and attend a zinc phosphide safety training course. They should use a full-face respirator for aerial baiting, and a half-face cartridge respirator for ground baiting, both complying with AS 1715 standards.

Overalls and nitrile gloves must be worn and first aid kits with eyewash facilities must be available. Neighbours should be notified of the intention to bait, the type of bait used, the areas to be baited and dangers to wandering pets.

Reprinted courtesy of The Herald and Weekly Times

4 Complete these sentences with information from the article.

- Farmers use zinc phosphide to_____
- Zinc phosphide is dangerous because _____
- Farmers should_____

5 Has the article convinced you about the dangers of zinc phosphide?

Chemicals always come with safety instructions. They tell you exactly how to use the chemical safely. They often use these words:

safety instructions

exclude

keep

return

destroy

check

stand

vent

place

report

monitor

bury

Activity 2

Here are some safety instructions about the use of zinc phosphide.

Each instruction starts with a word telling you to do something, such as:

Open containers in the open air.

Some words have been taken out of the following instructions. Choose words from the key words list to complete them.

1. Opening containers
   - Open containers in the open air.
   - Open the lid away from the operator.
   - _____ upwind of the drum.
   - _____ the drum for five minutes after the lid is removed.
2. Loading/clean up
   - _____ hopper/bait spreader is dry and clean.
   - _____ large tarpaulin under the aircraft or spreader to collect grains.
3. Apply bait
   - _____ effectiveness.
   - Monitor impact on wildlife.
   - _____ any findings of wildlife.
4. Unused baits
   - _____ excess baits in open containers by burying to a depth of at least 500 mm.
   - _____ excess baits in unopened containers to the supplier.

5. Records

   - _____ records about when and where you baited, and how much you used.

6. Container disposal

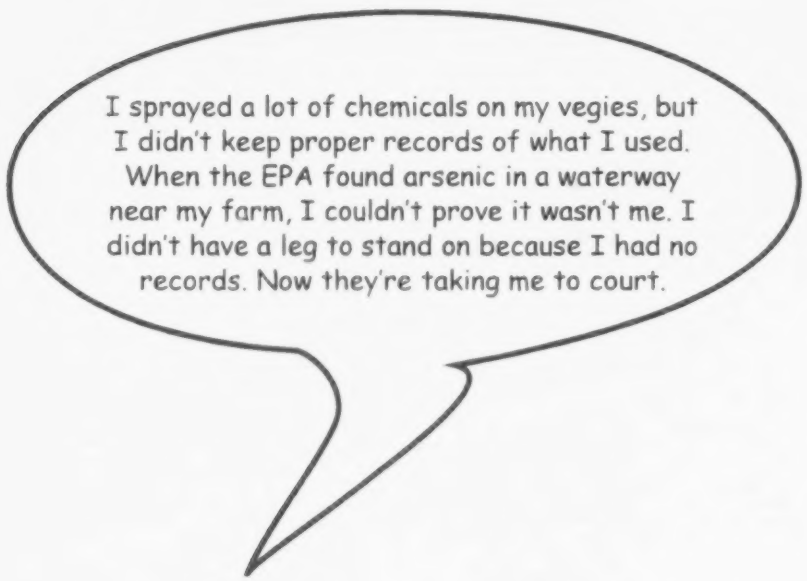
   - Crush and _____ used containers and drums in a pit at least 500 mm deep. The pit should be clear of waterways, vegetation and roots.

7. Stock exclusion

   - _____ livestock from baited areas for 14 days.

Keeping records of chemical use

It is very important to keep records of the chemicals you use. In fact it is a legal requirement to keep accurate written records of some chemicals, including Schedule 7 chemicals, for a period of 2 years. This is what happened to Jack, a vegetable grower.


I sprayed a lot of chemicals on my vegies, but I didn't keep proper records of what I used. When the EPA found arsenic in a waterway near my farm, I couldn't prove it wasn't me. I didn't have a leg to stand on because I had no records. Now they're taking me to court.

Records of chemical use need to state what chemicals you used, when, how much and where. They also need to give information about the crops, pests, equipment and weather. Below is an example.

Example: record of chemical use

AGRICULTURAL CHEMICAL USE RECORD

Ref No.	Supplier (Name & Address)	Trade name Of Chemical	Quant (Lts/kg)	Batch No.	Expiry Date	Location/Block Reference Area (Ha)	Vegetation/ Crop in area to be treated	Target Pest	Application Rate/Ha or Dilution/100Lts	Application Equipment	With-Holding Period	Weather Conditions			Name and Address of Applicator/Supervisor Data applied
												Temp	Wind Speed	Wind Direction	
1	Crt Wiltshire Land Ballarat	Sprayseed	40lt	1234	11/99	Burrumbeet 30ha	Grass & clover pasture	Annual grasses	1.6lt/ha	Hardi Twin system	Stock-1 day Horses-7 days 3 days before slaughter	18°C	8 km/h	N/ NW	Given Name Surname Address Date
2	" "	Lemat	5L	4567	10/99	" "	" "	Red legged Earthmite	50mls/ha	" "	7 days				

Sample

This chemical record is to be held for two years for chemicals requiring the user to hold a **Agricultural Chemical User Permit (ACUP)** or a **Commercial Operators Licence** under the **Agricultural and Veterinary Chemicals (Control of Use) Regulations 1996.**

I certify that this is a true and accurate record of agricultural spraying. Signature..... Date.....

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AGRICULTURAL CHEMICAL USE RECORD

Ref. No.	Supplier (Name & Address)	Trade name Of Chemical	Quant. (Lts/kg)	Batch No.	Expiry Date	Location/Block Reference Area (Ha)	Vegetation/ Crop in area to be treated	Target Pest	Application Rate/Ha or Dilution/100lts	Application Equipment	With-Holding Period	Weather Conditions			Name and Address of Applicator/Supervis or Date applied
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I certify that this is a true and accurate record of agricultural spraying. Signature.....Date.....

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Here is a blank form. You can use this form to practise keeping records of the chemicals you use.

If you want to learn more about how to read chemical labels, read the *Spray Rite Kit* by Victorian College of Agriculture and Horticulture (now the Macmillan campus of University of Melbourne) or *Understanding Farm Chemical Labels* by the Workplace Language Unit at Outer Eastern College of TAFE, 369 Stud Road, Wantirna South, Victoria, 3152. Ph: (03) 9210 1288.

Children on farms

Farms can be great places to grow up. But they can also be dangerous places for children. What are some of the causes of danger? What can happen? Make some notes here.

Do any children live on your farm? What do you tell them about farm safety? If children visit your farm who are not used to farms, what do you tell them?

Activity 3

Figure 4: Some farm dangers

Below are some key words. Write the key words that you can see happening on the picture above.

dangers and injuries

drowning

biting

skin rashes

machinery

fall

poisoning

guns

kicking

explosions

cuts

electric shock

skin cancer

suffocation

burns

chemicals

fire

Activity 4

1. Here is an article about children on farms. Read the article and think about these questions:

   - Why are children sometimes more at risk than adults?
   - What can we do to keep them safe?

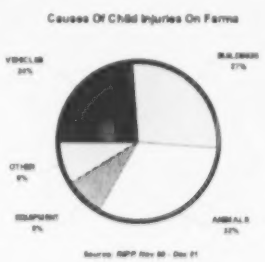
Reading skills: highlighting

It is a good idea to use a highlighter or a coloured pen to mark the most important parts of a text.

Why children need farm safety education

Living on a farm offers children a healthy, active lifestyle, but it also has its down side. Farms are hazardous, and there is an increased risk of injury to children on farms. Death or injury to children on farms is most often caused by machinery, water, animals and chemicals.

Causes of death and injury
Between 1986 and 1992 there were 30 child fatalities on farms in Australia. The deaths were most often caused by drowning and vehicles, including tractors, ag-bikes and machinery. Non-fatal injuries to children are often caused by animals, especially horses, and falls from ag-bikes or machinery.



Why are children at risk?
Children's risk of injury is much greater than adults. This is largely due to their stage of development:

- They are smaller than adults
- They have limited experience
- Their sense of danger is poorly developed
- They become increasingly mobile and independent
- They take risks
- They are influenced by peer pressure.

Even children who appear physically mature may lack coordination, judgement and understanding of dangers.

Preventing injuries to children
There are 6 ways to control the hazards children face:

1 Remove the hazard
2 Replace the hazard with something less dangerous
3 Better design
4 Supervision
5 Education
6 Safe practices.

The most effective way to protect children is to remove the hazard. Of course, this is often not possible. The least effective way to protect children is just to tell them not to do something. Children often forget, are curious or adventurous. So, parents need to use a combination of control measures.

For example, here are some ways of protecting a child who has an ag-bike:

- Delaying the use of an ag-bike until they have shown they can follow instructions
- Telling children about the dangers of ag-bikes
- Making a rule that helmets are always worn
- Training them in how to use the bike correctly
- Making rules about where they can and can't ride the ag-bike
- Taking the ag-bike away if it is not used correctly.

From Ripper by Lyndall Horton James for the Victorian Farmers Federation

Reproduced with permission from Victorian Farmers Federation

2. According to the article, what are the 6 strategies for protecting children?

   - .....
   - .....
   - .....
   - .....
   - .....
   - .....

3. Here is a list of some safety measures:

   - Lock chemicals in a shed
   - Put fences round swimming pools and dams
   - Teach children water safety skills and how to swim
   - Always supervise children near animals
   - Do not leave keys in vehicles
   - Use less toxic chemicals.

   Think of some more safety measures and write them here:

   .....

   .....

   .....

   .....

   .....

Writing rules for children

Tom and Mary's 11 year old son, Joshua, is old enough to understand about farm safety. Tom, Mary and Joshua have talked about how Joshua and his friends can stay safe on the farm. Together, they have written some rules which are up on the kitchen wall.

These are some of the rules:

Example: rules for children

RULES FOR JOSHUA
Don't ride bikes near dam
Always wear a helmet to ride the bikes
Don't go in the field when Dad is spraying chemicals
Never touch the gun
Don't ride the horses unless Mum or Dad there

What other rules can you suggest? If there are children on your farm, or children visit your farm, you could talk to them and make a list together.

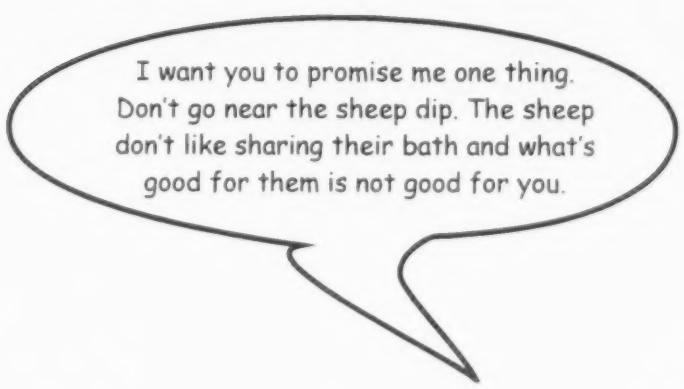
Getting your message across

Thinking about your listener's needs helps you get your message across.

Joan Holzer runs a host farm. This is what she tells adults who come onto the farm:

You're welcome to walk around the farm, but no one is to go into the barn where the chemicals are stored. Keep your kids away from the sheep dips and don't let them near the presses in the shed.

When she talks to little children visiting the farm, this is what she says:


I want you to promise me one thing. Don't go near the sheep dip. The sheep don't like sharing their bath and what's good for them is not good for you.

Joan's message to both groups is the same. She wants to warn them about dangers on the farm. She warns the adults in clear direct language. When she talks to the children, she speaks to them differently.

Like Joan, you need to think of your listeners.

Think about your listener. They may not share your:

- experience
- knowledge
- technical language.

You need to:

- choose words they will understand
- state your message in a way they will understand.

People remember things better if they are shown them. They might forget the words, but remember what they saw.

Les was showing a worker how to use a knapsack sprayer. Instead of just talking about it, he showed the worker how to use it. To check that she had got the message, Les asked her to demonstrate how to use it.

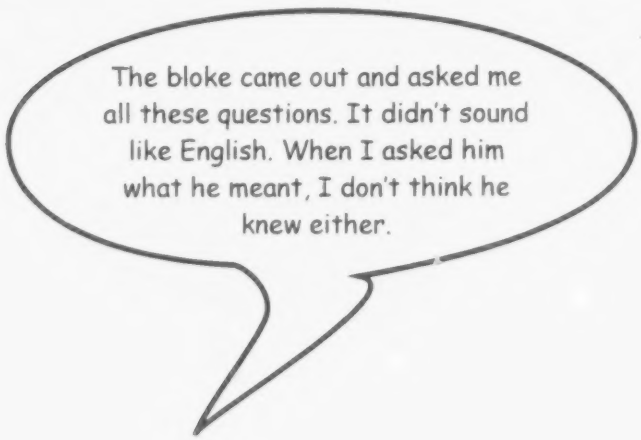
Activity 5

How would you warn a child who was visiting your farm about the dangers?

Think of your words

When Joan Holzer speaks to the children, she uses words they will understand. In fact, when you talk to anyone about any topic you need to choose words your listener will understand.

Here's what Terry said about an interview he had with a WorkCover agent.


The bloke came out and asked me all these questions. It didn't sound like English. When I asked him what he meant, I don't think he knew either.

Often listeners are confused by:

- technical language
- words they don't know.

While orchardists you talk to may know that a jalosopede is a picking platform, most people will not have heard of it.

When you give instructions, think about:

- what words your listeners will know
- what words will need to be explained.

Activity 6

Think about taking people on a tour of your farm:

- a 15 year old trainee from the city
- a 30 year old experienced farm worker.

1. How would you make sure both of them understood the dangers on the farm?

2. How would the tours be different?

Zoonoses

Many farmers and farm workers work closely with animals. Animals can cause health and safety risks. For example, they can cause diseases in humans. Diseases which spread from animals to humans are called zoonoses (from the Greek: zoion = animal, nosos = disease). What are some of these risks? How can they be avoided?

Figure 5: various animals

animals and diseases

zoonoses	*diseases that spread from animals to humans*
immunity	*ability to resist disease*
symptoms	*signs of disease*
organism	*any living thing*

Activity 7

1. Below is an article about zoonoses. The article covers these points:

   A. What are zoonoses?

   B. Some examples of zoonoses

   C. How are zoonoses spread?

   First, skim the article quickly and write one of the headings A B and C in each space a to c.

   Then read the article carefully.

Page 14

Zoonoses

a _____

Zoonoses are diseases of animals that can cause serious diseases in people. Farmers, farm workers, vets, abattoir workers and other people who work or spend time with animals and birds are at risk. They are exposed to a number of organisms which can cause disease in animals and affect human health. These can be viruses, bacteria, fungi or parasites.

It can be difficult for doctors to diagnose zoonoses. So people who work with live or dead animals and birds should inform doctors of their occupations.

It is important to note that many human diseases caught from animals do not have a strong effect on the animals concerned. The animals may have some immunity to the disease, so they may not seem to be sick. However, they can still pass on the infection. These animals are called carriers.

b _____

Zoonoses are spread when infected matter enters the body. They can be spread by:

- inhalation (breathing in)
- ingestion (swallowing)
- direct contact, such as through cuts in the skin.

c _____

Some examples of zoonoses in Victoria are salmonella, listeriosis, and leptospirosis. Salmonella are natural organisms in the gut of cattle. In people, these bacteria can cause gastro. People can catch salmonella from handling infected animals or carcasses, and by eating infected food or water. Salmonella can be fatal.

Listeriosis is caused by contact with contaminated animals, faeces and soil, or by eating infected food, including milk and soft cheese. The symptoms of listeriosis are headaches, chills, fevers, nausea and vomiting, followed by a stiff neck and convulsions.

Leptospirosis is most common in pigs and cattle. It is usually contracted from animals' urine. It can enter the body through cuts in the skin or through the linings of the eyes, nose and throat.

Leptospirosis feels like the flu at first, with headaches, muscle pains and fever. You may then feel chills and a stiff neck. Serious cases of Leptospirosis can lead to vomiting and jaundice and it can be fatal. The disease is treatable with antibiotics, so you must tell the doctor you have been working with animals. Blood tests are needed to confirm the disease.

Information adapted from "Zoonoses on the Farm", Victorian Occupational Health and Safety Authority.

2. Find the following information in the article. You can use a highlighter when you find the information.

   - Who is at risk of catching zoonoses?
   - How can people catch zoonoses?
   - What are three examples of zoonoses?

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3. Select the correct answer after reading the article.

	True	False
• Anyone who works with animals is at risk of zoonoses.	❑	❑
• It is always clear when an animal is carrying a disease.	❑	❑
• Some zoonoses can kill people.	❑	❑
• Zoonoses can be carried in food.	❑	❑
• There is no treatment for zoonoses.	❑	❑

Instructions on safe practices

There are many things workers can do to reduce the risk of catching zoonoses. Safe work practices must be followed. What are some examples of safe work practices?

Activity 8

Here are some instructions about safe work practices. The sentences have been mixed up. Match the halves of the sentences in A and B, then write the correct sentences below.

A	B
Protective gloves and boots	should be pasteurised.
All workers handling animals	should be worn and cleaned.
Milk	should be treated immediately.
Rats and mice	should be disposed of hygienically.
Cuts	should be disinfected.
Floors and benches	should be eradicated.
Effluent	should be trained.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....

Can you think of any others? Add them to the list.

.....

.....

.....

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Talking farming

You probably have heard the slogan used to promote workplace safety: Think it, talk it, work it.

This slogan applies to other things beside workplace safety. Thinking and talking about issues often makes us act. Farmers meeting together to talk about safety issues is a good way of spreading the message in rural communities.

Farmers have the opportunity to get together at meetings of organisations such as the:

- Victorian Farmers Federation
- Orchardists Association
- Grain Group of the VFF
- Landcare
- Target 10 groups.

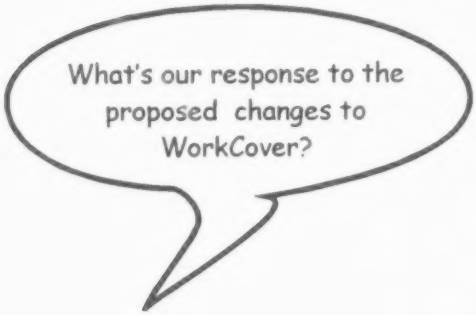
Other smaller groups meet regularly in rural areas to discuss various issues and share information. Lyn, a goat farmer, talks about a group she goes to regularly. This group meets monthly to discuss:

- commodity trials
- safety issues
- marketing strategies
- different breeding stock.

It's not too formal. We usually have an agenda to follow and sometimes we have a speaker. Last month a Queensland breeder came and talked to us.

Sharing information and networking with other farmers makes good sense. It's an opportunity for farmers to:

- compare experiences
- discuss new ideas
- plan group action.

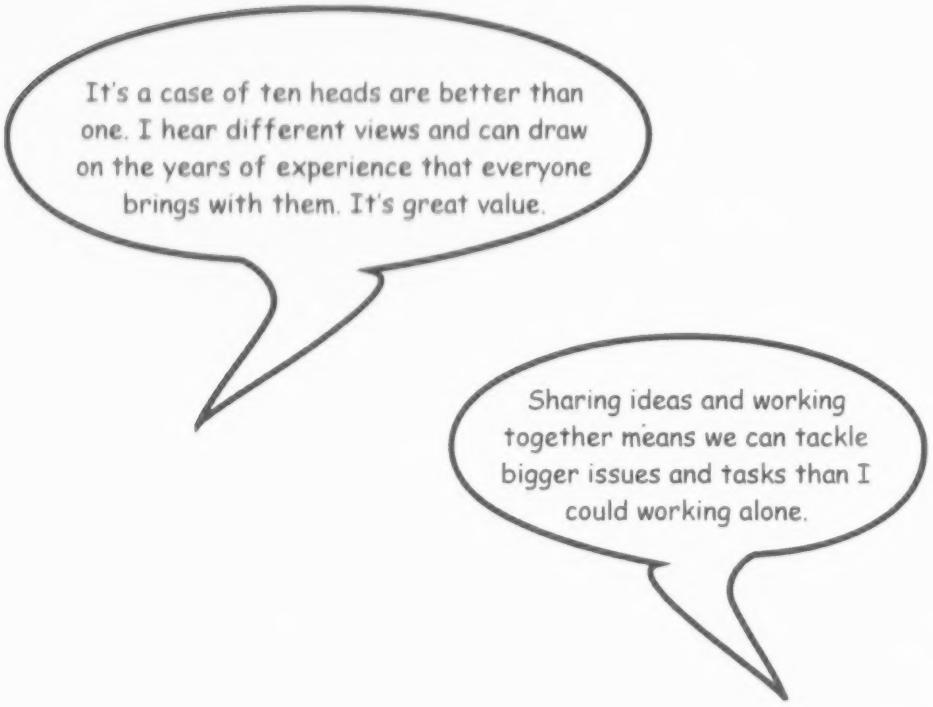


Groups only work if members are willing to:

- have a say
- listen to others
- consider the issues and ideas raised.

If you give your time and share your ideas, you get something back.

Lyn's comments about the goat farmers group she attends sums up the benefits of groups getting together.


It's a case of ten heads are better than one. I hear different views and can draw on the years of experience that everyone brings with them. It's great value.
Sharing ideas and working together means we can tackle bigger issues and tasks than I could working alone.

Activity 9

1. What groups do you attend?

2. What is the purpose of these groups?

3. How regularly do they meet?

4. Who attends these groups?

5. What do you get out of going to these groups?

6. What other groups would you be interested in attending?

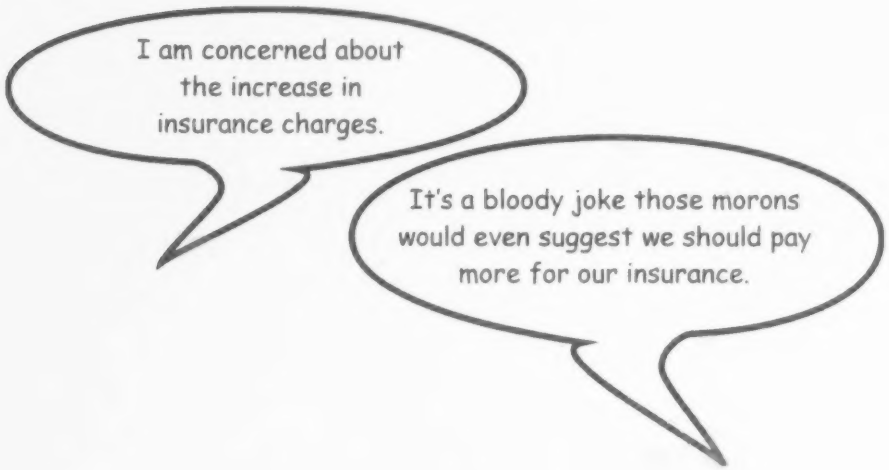
Having your say

When you attend a group discussion, make it worthwhile for others to listen to you.

Ask yourself:

- Who will I be talking to?
- How can I get my point across?
- What words will best express what I want to say?

The words you choose show listeners your attitude to the topic. Here's an example of how the same idea can be expressed in different words.


I am concerned about the increase in insurance charges.
It's a bloody joke those morons would even suggest we should pay more for our insurance.

Notice the difference in tone and emotion. It's all a matter of the words you choose and how you say it.

Words can be very powerful. They can:

- persuade and help groups come to an agreement
- get people to act.

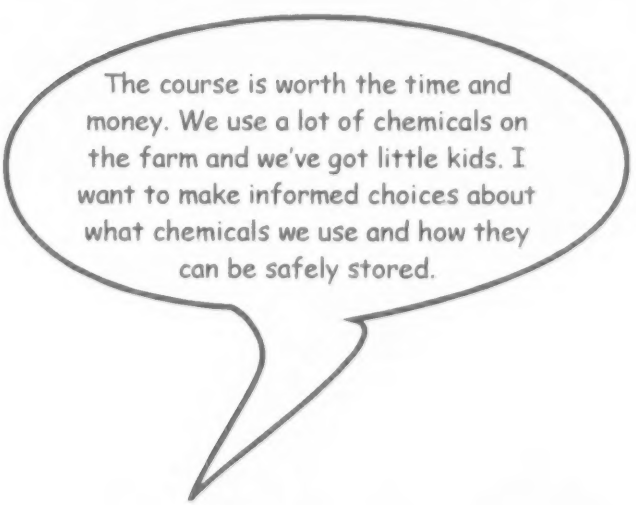
There are many different ways to state your ideas. Some people use:

- jokes
- a personal story
- persuasive arguments
- very forceful language.

You need to convince your listeners that what you have to say matters, so they know it is worth thinking about.

How you express your idea should fit the situation. If you're angry, perhaps a joke will not show this. If you want to convince people of your opinion, you'll need to use some persuasive words.

Notice what Lyn, the goat farmer, says about the value of the Farm Chemical User's Course. She starts by stating her view. Her listeners know where she stands on the issue straight away. Then she gives reasons for her opinion.


The course is worth the time and money. We use a lot of chemicals on the farm and we've got little kids. I want to make informed choices about what chemicals we use and how they can be safely stored.

However you decide to state your opinion, you need to get to the point quickly. Good speakers do not take long to get to the point. They treat listeners as intelligent people who can follow what they are saying.

Some people make the mistake of using sarcasm or try to make fun of their audience. Comedians can do this well, but if speakers want listeners to respect their views, this is not a good idea.

Saying things like this, is just going to make your audience angry.

Activity 10

Here are three comments made in a group about improving farm safety.

Did you know that farming is the second most dangerous occupation in Australia? We all say we're safety conscious on our farms, but the accident figures don't go down. Why does it keep on happening? Farmers can't sit back and scratch their heads, they have to spend time and money on training themselves, their families and their employees about safety.

Last week I went to the funeral of another friend. He died on his own farm. It's the second friend of mine who has died in a farm accident this year and I can tell you I'm sick of it. I'm sick of going to funerals of young men who died before their time.

It's not only the adults dying. It's the young kids who have accidents that really get to me. It's no good crying about it either. We have to work together to make our farms safer. We have to plan how to make ourselves, our kids and our workers aware of the dangers on the farm and how to avoid these deaths.

1. Which one would convince you that something had to be done about farm safety?

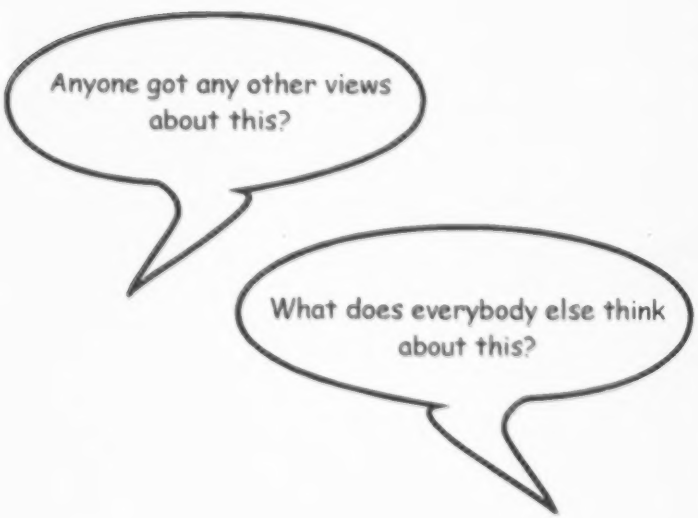
2. Why did you find this one more persuasive?

Giving others a go

Group discussion is not just about having a say, it's about:

- listening to others and thinking about what they say
- giving feedback on their comments.

After you've made your point, listen to the response you get. Ask for feedback.

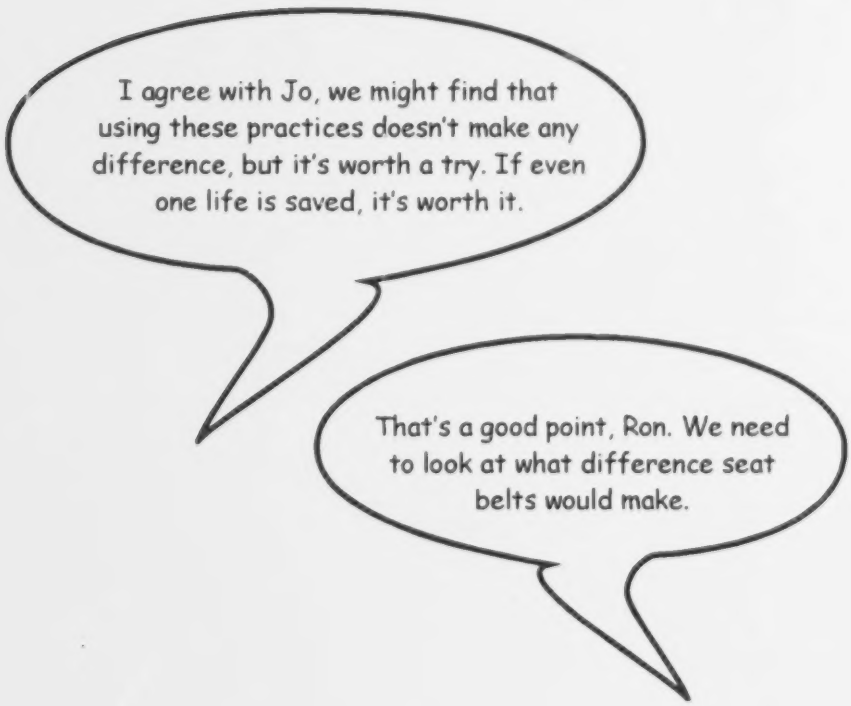


Listen to what others have to say. Comment on what you think of their ideas.

I agree it will cost a lot, but it's too dangerous to use it without the proper safety equipment, Les.
I want more information about the safety trials in New Zealand before I make a decision.

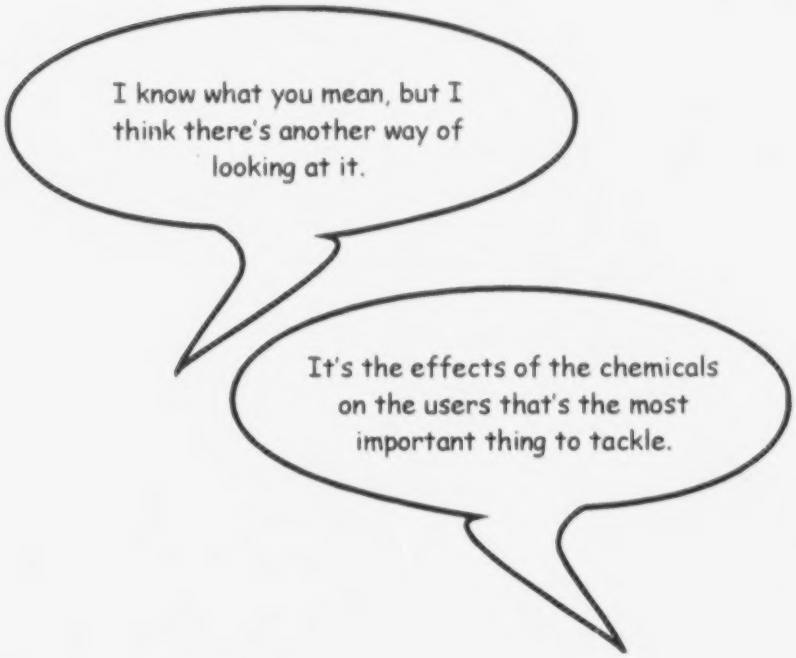
If you agree with someone, let them know. Ask questions to:

- check you understand
- follow up points.


I agree with Jo, we might find that using these practices doesn't make any difference, but it's worth a try. If even one life is saved, it's worth it.
That's a good point, Ron. We need to look at what difference seat belts would make.

All group members should be given a chance to have their say. Keep an open mind. Listen to their words and don't judge the person, but what they have to say.

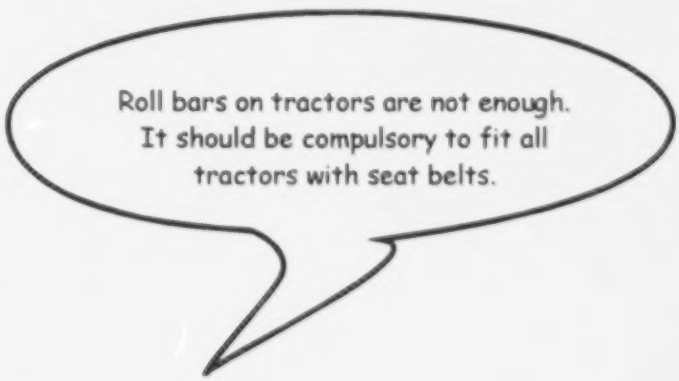
You may not agree with what others have to say, but let them say it and then disagree.


I know what you mean, but I think there's another way of looking at it.
It's the effects of the chemicals on the users that's the most important thing to tackle.

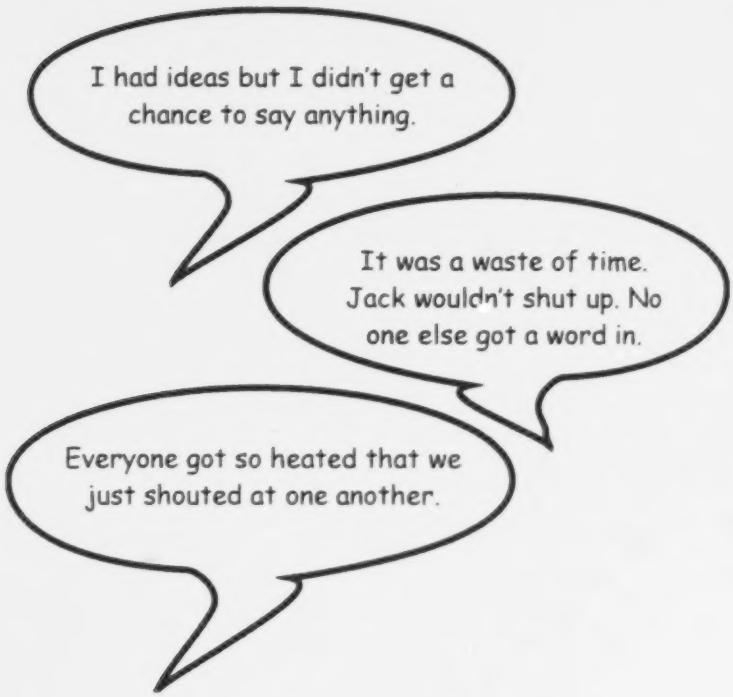
Disagreement can be useful in solving problems and tackling issues. Remember if you disagree with a person, criticise their ideas, not them. Attacking the person can lead to conflict and distract the group from the discussion.

Activity 11

How would you respond to this?



Deciding on action


I had ideas but I didn't get a chance to say anything.
It was a waste of time. Jack wouldn't shut up. No one else got a word in.
Everyone got so heated that we just shouted at one another.

That's what some vegetable growers said about a group meeting they had to discuss the local council's decision to put a waste disposal dump in their area.

Meetings can be a waste of time if:

- the meeting has not been planned
- there is no agenda.

Sometimes having a group leader helps the discussion run smoothly.

A leader does this by:

- planning before the group meets
- directing discussion.

Leading the group

Here's what happened at another meeting in the area on the same issue.

Harry had been asked to lead the group. Before the meeting he contacted all the local farmers to let them know:

- when and where the meeting was
- why they were having the meeting
- who would take minutes.

He also sent out an agenda of items to be discussed at the meeting.

At the meeting, Harry introduced the discussion.

We've all heard about the news of the dump. Now we can all have our say about what we think about having it on our doorstep. We need to decide what we want to do about it.

Here's what people had to say:

This toxic dump will destroy our market gardens. We can't grow vegetables in contaminated soil.
Those chemicals won't go away quickly. They'll be there for hundreds of years.
We'll take our tractors and drive them up the bloody steps of parliament. They'll have to listen to us then.
It's not just about how it will affect us farmers, what about the local residents?

During the meeting, Harry made sure that:

- everyone had a say
- people kept to the topic
- disagreements did not become too heated.

When things became heated or people got off the topic, Harry spoke up. He asked a question which focused the group on deciding what action they would take.

Leonie, the minute taker recorded:

- who was at the meeting
- what the group decided
- who was to do what tasks.

At the end of the meeting, it was agreed that a group would go to see the local member of parliament. Tasks were given to various people and Harry summed up before the meeting closed.

Now, is everyone clear about what they have to do? Four of us will see the member. Lyn is going to contact her. Then after we've seen her, I'll contact the rest of you to arrange another meeting for all of us here.
I will write a letter to the press. Jim will contact the radio station.
Leonie will send out minutes.

Activity 16

To do this activity you will need to attend a group discussion or talk to someone who has recently been to one.

Use your or their experience to answer these questions.

1. What was the purpose of the group discussion?
2. Was there an agenda or list of issues to be discussed?
3. What topics were discussed?
4. Was there a leader?
5. Was there a note taker?
6. What did the leader do to assist the discussion?
7. Did everyone have a say?
8. Did group members use the time well?
9. How did the group discussion end?

Model answers

Activity 1

Question 3

Page 5

Killer of mice and farmers

(1) High demand for zinc phosphide

Farmers have been warned to take care when using zinc phosphide to kill mice. A late autumn break has delayed sowing in many areas, and grain growers are lining up to buy zinc phosphide to stop mouse infestations. Over 60 000 kg of zinc phosphide has been sold in Victoria so far — most of it for ground baiting.

(2) Users course

Longerenong College lecturer, Russell Venn, has organised 20 zinc phosphide user courses for 600 farmers this year. He said that requests for courses were still being lodged. Next week he will travel to Jeparit to instruct growers on zinc phosphide safety, and effective use of ground and aerial baits.

"Farmers want to kill mice with zinc phosphide because it works. But they want to make sure that they don't hurt themselves, their families, their neighbours or wildlife," Mr Venn said.

"For people who are used to using chemicals there are no problems as long as they realise this is one of the most dangerous chemicals they will ever use."

(3) Dangers of zinc phosphide

Zinc phosphide emits a poisonous gas called phosphine, which builds up in the containers before they are opened. Users of the bait must wear a respirator to protect themselves against the gas. Skin should also be protected.

Zinc phosphide has the potential to cause organ failure and death in humans as well as mice. Initial poisoning symptoms include nausea, vomiting and diarrhoea.

(4) Safety precautions

Farmers wanting to use zinc phosphide have to successfully complete a Farm Chemical Users permit, and attend a zinc phosphide safety training course. They should use a full-face respirator for aerial baiting, and a half-face cartridge respirator for ground baiting, both complying with AS 1715 standards.

Overalls and nitrile gloves must be worn and first aid kits with eyewash facilities must be available. Neighbours should be notified of the intention to bait, the type of bait used, the areas to be baited and dangers to wandering pets.

Question 4

- Farmers use zinc phosphide to kill mice.
- Zinc phosphide is dangerous because it emits a dangerous gas called phosphide which can cause nausea, vomiting, diarrhoea, organ failure and death.
- Farmers should have a Farm Chemical Users permit, attend a zinc phosphide safety course and use respirators.

Activity 2

1. Opening containers
   - open containers in the open air.
   - open the lid away from the operator.
   - STAND upwind of the drum.
   - VENT the drum for five minutes after the lid is removed.
2. Loading/clean up
   - CHECK hopper/bait spreader is dry and clean.
   - PLACE large tarpaulin under the aircraft or spreader to collect grains.
3. Apply bait
   - MONITOR effectiveness.
   - Monitor impact on wildlife.
   - REPORT any findings of wildlife.
4. Unused baits
   - DESTROY excess baits in open containers by burying to a depth of at least 500 mm.
   - RETURN excess baits in unopened containers to the supplier.

5. Records

   - KEEP records about when and where you baited, and how much you used.

6. Container disposal

   - Crush and BURY used containers and drums in a pit at least 500 mm deep. The pit should be clear of waterways, vegetation and roots.

7. Stock exclusion

   - EXCLUDE livestock from baited areas for 14 days.

Activity 7

Page 14

Zoonoses

a What are zoonoses?

Zoonoses are diseases of animals that can cause serious diseases in people. Farmers, farm workers, vets, abattoir workers and other people who work or spend time with animals and birds are at risk. They are exposed to a number of organisms which can cause disease in animals and affect human health. These can be viruses, bacteria, fungi or parasites.

It can be difficult for doctors to diagnose zoonoses. So people who work with live or dead animals and birds should inform doctors of their occupations.

It is important to note that many human diseases caught from animals do not have a strong effect on the animals concerned. The animals may have some immunity to the disease, so they may not seem to be sick. However, they can still pass on the infection. These animals are called carriers.

b How are zoonoses spread?

Zoonoses are spread when infected matter enters the body. They can be spread by:

- inhalation (breathing in)
- ingestion (swallowing)
- direct contact, such as through cuts in the skin.

c Some examples of zoonoses

Some examples of zoonoses in Victoria are salmonella, listeriosis, and leptospirosis. Salmonella are natural organisms in the gut of cattle. In people, these bacteria can cause gastro. People can catch salmonella from handling infected animals or carcasses, and by eating infected food or water. Salmonella can be fatal.

Listeriosis is caused by contact with contaminated animals, faeces and soil, or by eating infected food, including milk and soft cheese. The symptoms of listeriosis are headaches, chills, fevers, nausea and vomiting, followed by a stiff neck and convulsions.

Leptospirosis is most common in pigs and cattle. It is usually contracted from animals' urine. It can enter the body through cuts in the skin or through the linings of the eyes, nose and throat.

Leptospirosis feels like the flu at first, with headaches, muscle pains and fever. You may then feel chills and a stiff neck. Serious cases of Leptospirosis can lead to vomiting and jaundice and it can be fatal. The disease is treatable with antibiotics, so you must tell the doctor you have been working with animals. Blood tests are needed to confirm the disease.

Information adapted from "Zoonoses on the Farm", Victorian Occupational Health and Safety Authority.

	True	False
• Anyone who works with animals is at risk of zoonoses.	✓	❑
• It is always clear when an animal is carrying a disease.	❑	✓
• Some zoonoses can kill people.	✓	❑
• Zoonoses can be carried in food.	✓	❑
• There is no treatment for zoonoses.	❑	✓

Activity 8

1. Protective gloves and boots should be worn and cleaned.
2. All workers handling animals should be trained.
3. Milk should be pasteurised.
4. Rats and mice should be eradicated.
5. Cuts should be treated immediately.
6. Floors and benches should be disinfected.
7. Effluent should be disposed of hygienically.

Occupational Health and Safety

Level 3

Support Materials for Agricultural Training

Acknowledgments

These units were developed as an initiative of the Victorian Farmers Federation and Primary Skills Victoria. They have been written and prepared by Kangan Batman TAFE.

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Introduction

Welcome to this unit of the SMAT materials, *Occupational Health and Safety 3*.

SMAT stands for Support Materials for Agricultural Training. SMAT will help you improve your written and spoken communication skills and your numeracy skills, so you can succeed at training programs or communicate more successfully in your workplace.

This unit helps you with the reading, writing and spoken communication skills you need to deal with occupational health and safety. This unit is not a course in occupational health and safety, but it will support you if you do a course in occupational health and safety.

Where this fits

SMAT has four contexts: *Agricultural Production, Farmers as Employers, Farm Management and Leadership* and *Occupational Health and Safety*.

This unit is Level 3 of *Occupational Health and Safety*. There are three units of *Occupational Health and Safety*: Level 1 (starting), 2 (continuing) and 3 (completing). Each unit has two parts: Communication Skills and Numeracy.

After you finish this unit, you could try the other units at the same level: *Agricultural Production 3, Farmers as Employers 3, Farm Management and Leadership 3*.

You do not have to complete every unit in SMAT. It is up to you to choose the most useful parts and work through them.

How to use these materials

You can use the SMAT materials by yourself, with someone to help you, or in a group or class. It is hard to work by yourself, so it is a good idea to have someone who can give you advice and feedback (a mentor). This person could be a trainer from a college or community centre, a relative, a neighbour or a friend.

The unit is written so you can start at the beginning and work through it. Or if you like you can choose parts of the unit and only do those parts. Spend more time on the parts which are most useful for you. If something is not useful, you can skip it.

There is no certificate to go with the SMAT materials. But SMAT helps you improve your skills so you can do other courses and get other certificates. For example: Farm$mart, Rural Business Management, and courses run by the Department of Natural Resources and Environment. You will also find that working through SMAT improves the communication and numeracy skills that you need in your working life.

Outcomes

After you finish the SMAT materials you will be able to communicate more effectively in speech and writing and use numeracy skills more effectively. You will also be able to fill in WorkCover forms.

How long should I spend?

This depends on you. The amount of time will be different if you are working by yourself or in a group, with a mentor or without, and if you do all the activities or not. Take enough time to do all the activities that are relevant to you, to a standard high enough to satisfy you.

Activities

Each unit has a number of activities for you to do. In the communications units there are four types of activities:

- key word activities
- reading activities
- writing activities
- spoken communication activities.

In the numeracy units there are numeracy activities.

Sometimes you can write answers to these activities in the book. Sometimes it is better to write them in a notebook. Sometimes for the spoken communication activities you will need to go and speak to some other people.

In some places there are also practice writing and practice reading activities. These are extra activities. You can choose to do them if you think you want extra practice in something.

Most of the activities have model answers in the back of the book. You can also ask your mentor to check your answers.

What you need

Before you start, make sure you have the following:

- a notebook (A4 size is best)
- pens, pencils, highlighter pens
- a file or folder to keep extra papers.

Assessment

There is no formal assessment for SMAT. But it is a good idea to have a mentor look at what you have done. That way you can decide together what you have learned and what you need to improve.

Remember, the SMAT materials are a resource for you to use to improve your skills. It is up to you how you use them and how much of them you use.

A farm accident

When a farm accident occurs, besides causing suffering and loss of production, it can also lead to a lot of paperwork. In this unit we are going to look at a case study of a typical farm accident and go through the documentation that is required. Much of this is connected with WorkCover.

People involved in the accident have to write reports about what happened. That means the injured worker, the employer, and the doctor, all have to fill in forms. The forms are then sent to the employer's insurance company, which decides if they are going to pay or not for the time off work and medical expenses.

Case study 1: a farm accident

Background

John Simpson is a farm labourer. He works for Mr McGregor on his farm in McGregor's Lane, Yarra Glen, 3775.
John lives alone at 13 Main Road, Diamond Creek, 3089. His phone number is 9431 7890, and his employer's is 5712 4567. His date of birth is 14th August 1974.
He works an 8 hour day, Monday to Friday, with no weekend work because he loves his sport. He earns $600 per week, and his employer lets him drive the farm ute to and from work. He has worked on farms since he was 16, and he has a tractor licence.
This is the first accident he has ever had.

The accident

On Monday, 29th September 1997, John and his boss were shifting some cattle between paddocks. John got down off the tractor to open a gate. It was raining and his boots got very muddy. When he tried to get back on the tractor, his foot slipped between the towing gear of the tractor and he fell backwards, breaking his right leg.
Mr McGregor saw what happened and called for an ambulance. John was taken to PANCH hospital in Preston. His right leg was set in plaster and he was given pain-killers. The doctor told him that he would be off work for at least six weeks.

After the accident, there are a number of documents that need to be completed. They are then sent to WorkCover so they can decide if the person should receive compensation and how much.

The forms are:

- WorkCover Certificate of capacity
- Worker's Claim for compensation
- Employer Claim report
- Accident Notification form.

Let's look at them one by one.

WorkCover Certificate of Capacity

This form is completed by a doctor after they have seen a patient and given them a clinical examination. The form's function is:

- to describe the person's injuries or disease
- to describe the person's condition in medical terms (a diagnosis)
- to state what treatment the person has already had and is going to need. This may include a referral to another medical practitioner such as a specialist or a physiotherapist
- to state the person's capacity for work
- to provide dates when the person can be off work and when they must go back.

The information on this form is given to the worker. The worker gives the certificates to the employer, who sends them to the insurer.

It is important to note that the employer should have the most recent version of the WorkCover Certificate of Capacity form. Employers should first check with their insurer to make sure that the form is up-to-date before giving it to an injured employee or their doctor.

The doctor also has to answer some other important questions. For example, they must provide details of any aggravation or recurrence of a previous injury or a degenerative component.

This means the doctor has to state if the person already had an injury or disease that has been made worse.

Is the injury or disease consistent with the patient's description of cause?

This means the doctor has to state if they believe the person's description of the accident. If the injury does not match the description, then it is not consistent.

Under the WorkCover system, people are supposed to get back to work as soon as possible. Sometimes they may have injuries which mean they cannot do their usual job. They may have to do a different job, for example something lighter. So on this form the doctor states:

- what the person should be able to do (their capacity)
- what other jobs they can do (alternative duties)
- what they must not do (work restrictions)
- dates when the person can do these things.

WorkCover Certificate of Capacity

1549945 5

Accident Compensation Act 1985

✓ **Medical certificate** (under Section 106 of the Act) | **Continuing certificate of capacity** - up to 28 days unless special reasons apply (under Section 111 of the Act) | **Attendance certificate only** (this cannot be used to claim weekly benefits)

Patient's full name: JOHN SIMPSON. Date of birth: 14-8-74

Patient's address: 13 MAIN RD, DIAMOND CREEK

Description of injury/disease: BROKEN RIGHT LEG

Diagnosis: FRACTURED RIGHT TIBIA

Other details such as any aggravation or recurrence of a previous injury or a degenerative component: NIL APPARENT.

Injury/disease is consistent with patient's description of cause: Yes ✓ Uncertain

Patient's type of work (see Note 11): FARM LABOURER

Treatment/medication: RIGHT LEG SET IN PLASTER - KNEE TO HEEL.

Referral to another health care provider (give details of provider and service requested, duration and frequency when relevant): WILL NEED PHYSIO IN DUE COURSE.

Capacity for work

Discussion with the employer may assist you to find out whether suitable employment is available for your patient, given his/her injury/disease. (See Notes 12 & 13)

Expected to be fit for normal duties	from	
Fit for modified duties (specify restrictions at right)	from	
	to	
Fit for alternative duties (specify restrictions at right)	from	
	to	
Unfit for any work duties	from	29-9-97
	to	12-10-97

Work restrictions (see Note 14)

Next review date: 12-10-97

Comments: TO BE DISCHARGED ON 3-4/10/97, BUT WILL PROBABLY NEED UP TO SIX WEEKS TO RECOVER

I certify that I have clinically examined this patient. The information and medical opinions contained in this certificate are, to the best of my knowledge, true and correct.

Medical practitioner identification

Name, address and phone number (practice stamp if available):

DR. I. BOOK
PANCH, BELL ST, PRESTON 3072.

Speciality: REGISTRAR

Signature of medical practitioner: I Book

Provider no. or hospital name: PANCH

Date of examination*: 29.9.97

Date of issue: 1-10-97

*If this certificate refers to a period prior to the date of examination, please give details in Comments (above). *See over for patient declaration*

Figure 1: example WorkCover certificate of capacity. Reprinted courtesy of Victorian Workcover Authority

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Activity 1

Look at the example given and find the doctor's opinions about these matters:

1. What is John's injury?
2. What is the medical term for John's injury?
3. Did John have any previous injuries?
4. Does the doctor accept John's description of the accident?
5. What did the doctor do to treat the injury?
6. What treatment will be needed in future?
7. How much time will John be off work?
8. How long will it take him to recover?
9. What jobs must John not do until he is fully fit?
10. What is the doctor's name?

Worker's Claim for Compensation

This form is completed by the worker who has had an accident. The function of the form is to state:

- the worker's personal and employment details
- details of the injuries, and if there were previous injuries
- what the person is claiming compensation for
- how, when and where the accident happened
- what treatment the person received
- what caused the accident (contributing factors)
- if anyone else caused the accident (who was responsible)
- who witnessed the accident.

It is important for the answers to these questions to be:

- clear
- complete
- accurate
- relevant.

The worker gives this claim form to the employer, who sends it to the insurer.

At the end of the form is the section, *Declaration and authority to release medical information.*

This part of the form states that the doctor and the hospital can give information about the accident and the person to WorkCover, the employer, the insurance company and a conciliation officer. The person agrees to this by signing the form.

The following form was completed by John after the accident. Unfortunately, he did not complete the form correctly. Some information is missing, some answers are not accurate and some are not relevant. Read the form carefully and mark the places where the answers are not satisfactory. Where John's answers are not correct, decide what he should have put and write in the correct answer.

Accident Compensation Act 1985

Worker's Claim for Compensation

Original

Worker details

Given name: SIMPSUN, JOHN.

Family name: SIMPSON.

Address: 13 MAIN RD DIAMOND CREEK

Postcode: Home tel no: 9431-7890

Date of birth: 14-8-74 | Male: ✓ | Female: | Marital status: SINGLE

Are you an Australian, or a New Zealand citizen, or a permanent resident? State which: AUSTRALIAN.

If not, do you hold a current work permit?

Do you require an interpreter?

Language spoken:

Employment details

Employer's name, and the address of the workplace where you were working when injured:

MR. O.

HARRA GLEN.

Postcode:

Tel. no. of workplace:

Gross base weekly wage at time of injury (excluding overtime and allowances): $600

Give details of average normal working week for last 3 months by entering hours worked each day:

M	T	W	T	F	S	S
8	8	8	8	8	—	—

Occupation e.g. electrical fitter, etc.: FARM LABOURER.

Qualifications/experience (see notes on front cover) - Attach details if insufficient space:

Name of employer representative for contact purposes (e.g. your manager): MR. M C

Tel. no. of employer contact: 5712 4567

Are you a relative of your employer, a partner or principal in the firm from which you are claiming compensation? If so, state which: No.

Are you employed or self employed in any other job other than the one in which you were injured? Yes | No: ✓

If yes, state which:

Second current employer - name and address (if applicable):

Postcode:

Tel. no.: Hours worked per week: Gross wages: $

Duties performed for second employer:

(Attach details if you work for other employers)

Has the injury/condition prevented you from working for your other employer(s)?

Injury details

Are you claiming compensation for: WHATEVER I CAN GET.

Time off work? Yes | No

Medical and like services expenses? Yes | No

What is your injury/condition? CANT WORK, STUCK IN BED.

What part of the body is affected? ALL OF ME!!

Describe what happened to cause the injury/condition and mention contributing factors: e.g. type of machinery, exposure to gases, vapours or chemicals or other causes.

BROKEN LEG

Have you had any previous pain or disability in the area of your present injury/condition? If yes, please give details:

NO.

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Injury details continued

Where were you in the workplace at the time of injury/condition occurring?

BEHIND THE TRACTOR

Was a motor vehicle involved? Yes ✓ No

If yes, was accident reported to police? Yes No ✓

Did the injury/condition involving a motor vehicle happen:

- in the course of work? Yes ✓ No
- during an authorised recess? Yes No

Date injury/condition occurred: 29-9-97

Time injury/condition occurred: 10.30

Period of time over which injury/condition developed - if appropriate: 2 SECONDS

Date you first became aware of your injury/condition: 29.9.97

Date you reported your injury/condition: 29.9.97

Time you reported your injury/condition: 10.31

What job function were you carrying out at the time injury/condition occurred?

GETTING ON TRACTOR

To whom did you report your injury/condition?

BOSS.

If you did not report your injury/condition give reason:

Did you receive first aid or medical attention for this injury/condition? If no, give reasons:

YES - AMBULANCE OFFICER

Do you believe anyone was responsible for your injury/condition? If so, give details:

SHOULDN'T HAVE BEEN MOVING CATTLE IN THE RAIN.

Did anyone witness your injury/condition occurring? Yes ✓ No

If yes:

Name and address of witness 1:

MR. . .

Postcode Tel no.

Name and address of witness 2:

Postcode: Tel no.:

Date you ceased work (if applicable): 29.9.97

Time you ceased work (if applicable): 10.31

Have you returned to work? If yes, date you returned: NO

Time you returned

Declaration and authority to release medical information

I make this declaration in the firm belief that all the information provided on this form is, to the best of my knowledge, true and correct and I am aware that false declarations may be punishable by law.

I authorise any person who provides a medical service or a hospital service to me in connection with the injury to which this claim relates to give information regarding the service relevant to this claim to the Victorian WorkCover Authority, my employer's authorised insurer, my employer, a self-insurer or a Conciliation Officer upon request from any such person made while that person is responsible for administering or is conducting a conciliation in relation to this claim.

Signature of worker: John Simpson. Date: 1-10-97

Signature of witness: (Witness may be any person **except** a person related to you) Date

For completion by employer

Date claim for compensation form received

Date WorkCover medical certificate received (if time off work is involved)

Employer comments

Signature of employer

Position

A.C.N.

Employer number

Workplace number

Date

Medical information may only be obtained, under the authority signed by the claimant, by a person responsible for administering or conciliating the claim. This information may only be used in respect of a matter or for a purpose arising under the Accident Compensation Act 1985 or the Accident Compensation (WorkCover Insurance) Act 1993. **Unauthorised use of this information can result in a fine** of up to $1,000

Figure 2: John's form

Reprinted courtesy of Victorian Workcover Authority.

Now you have found the mistakes on John's form, check your answers with the following correctly completed form. You can also look in the *Model answers* section of this unit to see John's form with the errors marked.

BEST COPY AVAILABLE

Accident Compensation Act 1985

Worker's Claim for Compensation

Original

Worker details

Given name: JOHN

Family name: SIMPSON

Address: 13 MAIN RD
DIAMOND CREEK

Postcode: 3089 Home tel no: 9431 7890

Date of birth: 14-8-74 Male: ✓ Female: Marital status: SINGLE

Are you an Australian, or a New Zealand citizen, or a permanent resident? State which: AUSTRALIAN

If not, do you hold a current work permit? —

Do you require an interpreter? NO Language spoken: —

Employment details

Employer's name, and the address of the workplace where you were working when injured:

MR. McGREGOR
McGREGOR'S LANE
YARRA GLEN

Postcode: 3775

Tel. no. of workplace: 57124567

Gross base weekly wage at time of injury (excluding overtime and allowances): $ 600

Give details of average normal working week for last 3 months by entering hours worked each day:

M	T	W	T	F	S	S
8	8	8	8	8	—	—

Occupation e.g. electrical fitter, etc: FARM LABOURER

Qualifications/experience (see notes on front cover) - Attach details if insufficient space: TRACTOR LICENCE

Name of employer representative for contact purposes (e.g. your manager): MR. McGREGOR

Tel. no. of employer contact: 5712 4567

Are you a relative of your employer, a partner or principal in the firm from which you are claiming compensation? If so, state which: NO

Are you employed or self employed in any other job other than the one in which you were injured? Yes [ ] No [✓]

If yes, state which:

Second current employer - name and address (if applicable):

Postcode:

Tel. no.: Hours worked per week: Gross wages: $

Duties performed for second employer:

(Attach details if you work for other employers)

Has the injury/condition prevented you from working for your other employer(s)?

Injury details

Are you claiming compensation for:

Time off work? Yes [✓] No [ ]

Medical and like services expenses? Yes [✓] No [ ]

What is your injury/condition? BROKEN RIGHT LEG

What part of the body is affected? RIGHT LEG

Describe what happened to cause the injury/condition and mention contributing factors e.g. type of machinery, exposure to gases, vapours or chemicals or other causes: SLIPPED OFF TRACTOR. LEG WAS TRAPPED

Have you had any previous pain or disability in the area of your present injury/condition? If yes, please give details: NO

12A

Original copy - once completed give to your employer - page 2

Injury details continued

Where were you in the workplace at the time of injury/condition occurring?

HOME PADDOCK

Was a motor vehicle involved? Yes ✓ No

If yes, was accident reported to police? Yes No ✓

Did the injury/condition involving a motor vehicle happen:

- in the course of work? Yes ✓ No
- during an authorised recess? Yes No ✓

Date injury/condition occurred: 29-9-97

Time injury/condition occurred: 10.30 AM

Period of time over which injury/condition developed - if appropriate: —

Date you first became aware of your injury/condition: 29.9.97

Date you reported your injury/condition: 29.9.97

Time you reported your injury/condition: 10.30 AM

What job function were you carrying out at the time injury/condition occurred?

HERDING CATTLE

To whom did you report your injury/condition?

MR M°GREGOR

If you did not report your injury/condition give reason: —

Did you receive first aid or medical attention for this injury/condition? If no, give reasons.

YES, FROM AMBULANCE AND HOSPITAL.

Do you believe anyone was responsible for your injury/condition? If so, give details.

NO

Did anyone witness your injury/condition occurring? Yes ✓ No

If yes:

Name and address of witness 1:

MR M°GREGOR
M°GREGOR'S LANE, YARRA GLEN.
Postcode: 3775 Tel no: 5712 4567

Name and address of witness 2:

Postcode Tel no

Date you ceased work (if applicable): 29.9.97

Time you ceased work (if applicable): 10.30 AM

Have you returned to work? If yes, date you returned: NO

Time you returned:

Declaration and authority to release medical information

I make this declaration in the firm belief that all the information provided on this form is, to the best of my knowledge, true and correct and I am aware that false declarations may be punishable by law.

I authorise any person who provides a medical service or a hospital service to me in connection with the injury to which this claim relates to give information regarding the service relevant to this claim to the Victorian WorkCover Authority, my employer's authorised insurer, my employer, a self-insurer or a Conciliation Officer upon request from any such person made while that person is responsible for administering or is conducting a conciliation in relation to this claim.

Signature of worker: John Simpson Date: 1.10.97

Signature of witness: (Witness may be any person **except** a person related to you) Oscar McGregor Date: 1.10.97

For completion by employer

Date claim for compensation form received:

Date WorkCover medical certificate received (if time off work is involved):

Employer comments:

Signature of employer:

Position:

A.C.N.

Employer number:

Workplace number:

Date:

Medical information may only be obtained, under the authority signed by the claimant, by a person responsible for administering or conciliating the claim. This information may only be used in respect of a matter or for a purpose arising under the Accident Compensation Act 1985 or the Accident Compensation (WorkCover Insurance) Act 1993. **Unauthorised use of this information can result in a fine of up to $1,000**

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Figure 3: Example: correctly filled out claim for compensation
Reprinted with permission from Victorian Workcover Authority.

Employer Claim Report

This form is completed by the employer. The function of the report is to:

- state information about the employer and the claimant (the injured worker)
- state details of the injury
- state information about the injured worker's return to work.

The employer has to send the employer's claim report and the worker's claim form to the insurance company within 10 days of the accident.

An important question the employer has to answer is:

Did the injury arise as a result of:

- violation of any statutory or other regulation?
- misconduct or breach of safety/work standards?
- any other circumstances of which WorkCover should be aware?

This means the employer has to say if anyone was breaking any rules or there was any misconduct which might have caused or affected the accident.

Are there any reasons you believe you are not required to pay compensation?

This means the employer may not think they have to pay anything, for example if the accident did not happen at work.

It is important to note that the scheme is a no-fault.

John Simpson's employer completed a claim report as shown below.

Accident Compensation Regulations 1990

Employer Claim Report

Original copy

Employer details

Name of employer: MR. O McGREGOR

Australian Company Number: 000-436-721

Employer WorkCover number: 372261

Workplace WorkCover number: 372261

Name and address of workplace where injury/condition occurred:
McGREGOR'S FARM
McGREGOR'S LANE
HARRA GLEN

Postcode: 3775

Business activity/profession of workplace: FARMING - BEEF CATTLE

Date claim form received from claimant: 1-10-97

Employer reference number (if applicable): —

Person to contact at your workplace regarding this claim: MR OSCAR McDONALD

Tel no: 5712-4567

Position of contact person: PROPRIETOR

Fax no: 5712-4567

Address for correspondence (if different from above):

Postcode:

Have you taken up the "Buy-out" option? Yes [ ] No [✓]

If you have taken up the "Buy-out" option, WorkCover pays your liability for the first 10 days an injured worker is off work and the first $416 of medical and like services.

Claimant details

Name and residential address of claimant:
JOHN SIMPSON.
13 MAIN RD
DIAMOND CREEK

Postcode: 3089

Male: ✓ Female: Date of birth: 14.8.74

Date claimant commenced employment with you: 1-4-94

Claimant details continued

Is the claimant a direct employee? Yes [✓] No [ ]

If no, explain relationship, e.g. a contractor to you:

Is the claimant self employed, a partner, principal of the business or employed by a family company? State which. *(If so, a declaration and proof of income must be provided with this form - see notes on front cover).*

NO

Claimant's pre-injury average weekly ordinary time earnings: $600

Total number of hours per week: 40

Hourly rate: $15

Occupation - please describe fully: e.g. electrical fitter: FARM LABOURER

1st year apprentice:

Other apprentice:

Other age graduated award worker:

Injury/condition details

Describe what you believe the claimant's injury/condition to be: BROKEN RIGHT KEL

Which parts of the body do you believe to be affected, e.g. chest, left or right arm, skull: BROKEN BELOW RIGHT KNEE

Is the claim for recurrence of a previous injury/condition? Yes [ ] No [✓]

How did the injury/condition occur? e.g. hand caught in machine: FELL FROM TRACTOR

What was the claimant doing at the time of injury/condition occurring? e.g. cleaning the machine

Where in the workplace did the injury/condition occur? AT THE NORTHERN GATE IN THE HUME PADDOCK

Was a motor vehicle involved? Yes [✓] No [ ]

Date of injury/condition: 29.9.97

Time of injury/condition: 10.30 AM

Date injury/condition was reported to me (or my representative): 29.9.97

Time injury/condition was reported to me (or my representative): 10.30 AM

Did the worker require medical attention? Yes [✓] No [ ]

Name and position of person to whom injury/condition was reported: SELF

1.11

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Original copy — Page 2

Injury/condition details continued

Was there a witness to the injury/condition occurring? Yes ✓ No

Name and address of witness to the injury/condition:

MR D. McGREGOR
(1) ABOVE)

Postcode Tel no

Name and address of an additional witness to the injury/condition:

Postcode Tel no

On what date did the claimant cease work as a result of the injury/condition? 26.9.97

Time ceased work 10.30

Did the injury arise as a result of	Yes	No
a violation of any statutory or other regulation?		✓
b misconduct or breach of safety/work standards?		✓
c any other circumstances of which WorkCover should be aware?		✓

Give details on an attached sheet

Are there any reasons why you believe you are not required to pay compensation as claimed? (See notes on front cover)

Return to work

Have you offered the claimant a suitable job, taking into account his/her injury/condition? Yes No ✓

If yes, describe the job:

If no, give reasons why not:

HE IS STILL IN HOSPITAL

A telephone call to the claimant's doctor will assist you in determining what is a suitable job for this claimant to undertake while the injury/condition heals.

Has the claimant returned to work?	Date:	Time	Is this a full return to work?*
NO			

*This means a return to full pre-injury duties for full pre-injury hours. If not a full return to work, give reasons:

If the claimant has made a return to work, give working hours:
e.g. M 7am - 3pm, T 8am - 2pm etc

M	T	W	T	F	S	S

Total hours worked per week Hourly rate $

Gross weekly wages (excluding overtime, allowances etc.) $

Has the claimant resumed work under a return to work plan? Yes No ✓

If yes, give details of the plan set down for the claimant's return to work:

Name of occupational rehabilitation provider (if involved):

Declaration

I make this declaration in the firm belief that all the information provided on this form is, to the best of my knowledge, true and correct and I am aware that false declarations may be punishable by law.

Employer's signature: Oscar McGregor Date: 3-10-97

Signature of witness (witness may be any person **except** a person related to you or a business partner): O.C. Mayer Date: 3/10/97

Figure 4: Example: employer's claim report
Reprinted courtesy of Victorian Workcover Authority.

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Activity 3

Read the employer's report and answer these questions.

1. What is Mr McGregor's Australian Company Number?
2. What is his WorkCover number?
3. Does Mr McGregor agree with John Simpson's report of the accident?
4. Does Mr McGregor think John Simpson was doing anything wrong?
5. Why isn't John back at work yet?

This activity will help you complete WorkCover forms correctly. As you complete the forms, look at the examples of completed forms provided in this unit. Use them as models for your own.

Activity 4

Read the following case study. It describes another farm accident. After reading the case study, try completing the blank WorkCover forms. You can collect these from the post office or the insurer.

Case study 2: an orchard accident

Background

Claudia Baggio is a fruit picker and general farmhand. She works for Diane Clay on her orchard at Warburton Highway, Four Bridges, Victoria 3997.

Claudia lives with her family at 20 Long Road, Four Bridges. Her phone number is 5123 4567, and her employer's is 5432 4567. Her date of birth is 20 May 1977.

She works an eight hour day, Monday to Saturday, with Sundays off. She earns $480 per week, and she is saving up for her college education.

This is the first accident she has ever had.

The accident

On Wednesday 7 March 1997, Claudia was picking Jonathans from Diane's apple trees. She was standing on the top rung of a ladder. It started to rain and the steps of the ladder became slippery. When Claudia descended the ladder her foot slipped and she fell, breaking her right arm and collarbone.

Another picker, Dom Cadamarteri, saw what happened and called for an ambulance. Claudia was taken to Healesville Hospital. Her arm and collarbone were set in plaster and she was given pain-killers. They told her that she would be off work for at least six weeks.

Farm electrical safety

Many farm accidents are caused by electricity. Many farmers have received electric shocks that burn or kill them.

Activity 5

How can electrical accidents occur on the farm? Write some ideas here:

Look at these three examples. What are the risks in each case?

- moving a grain auger
- using old power tools
- doing wiring jobs yourself.

The information in this section is taken from publications of the Office of the Chief Electrical Inspector. For more information, contact their office.

Activity 6

Page 9

Introduction

In recent years there has been a downward trend in the number of electrical accidents in Victoria. Unfortunately, this trend has not been reflected in rural areas.

Rural electrical accidents fall into the following broad categories:

- contact between overhead power lines and agricultural machinery or irrigation pipes
- using damaged or defective electrical equipment
- repairing electrical equipment without adequate knowledge.

Reproduced with permission from the Office of the Chief Electrical Inspector

Think about the three categories of electrical accidents described above. Do you have any experience or have you heard of examples of accidents of each type?

How can each type of accident be avoided?

Think about accidents involving power lines. Why do they happen? In what situations are accidents likely involving power lines?

Now read this section.

Page 10

Look up and live

In rural Victoria there are thousands of kilometres of power lines which often cross farm land. At times these power lines can be difficult to see against the changing sky, because the wires are galvanised steel and the power poles are often a long way apart.

Electrical accidents on farms are often caused by farmers, family members and employees contacting overhead electric lines with farm machinery, irrigation pipes and even their own bodies. It is not necessary to touch the power lines, because electricity can jump gaps.

Accidents involving overhead power lines have resulted from some of the following farm activities:

- delivering fertiliser by tip truck
- moving grain augers
- standing on top of vehicles or equipment
- harvesting
- moving farm equipment with cranes
- tree clearing.

With many accidents, the property owner was aware that there were power lines, but had misjudged their height or had forgotten about them.

The height of power lines can vary. Whether they belong to the power company or are your own property, they should not be less than 5.5 metres. The same section will sag on hot days or at times of high power usage.

Report: A farmer was moving 6 m lengths of irrigation pipes when one of the pipes he was carrying hit the high voltage overhead power lines. He received extensive injuries and was admitted to hospital with severe burns to his feet. His companion was also injured and it was very fortunate that this was not a double electrical fatality.

Reproduced with permission from the Office of the Chief Electrical Inspector

Activity 7

1. What electrical equipment do you use on the farm? Write down the names of the equipment here:

2. How do you ensure the equipment is safe and not faulty?

3. How can you ensure accidents will not occur?

Activity 8

Read the following article and then answer the question.

1. What electrical jobs do you do around the farm?
2. How competent are you?
3. Do you know which jobs you can do yourself, and which jobs require an electrical mechanic?

Page 11

Don't use defective equipment

Most farmers have many items of electrical equipment around their farm such as welders, power tools, pumps and extension leads. If this equipment is not used or serviced regularly it may become dangerous.

Before use, check for damaged or missing insulation or any signs of overheating or cracking. Make sure sheathing enters the equipment and plugs. Be aware of smoke and unusual smells, which is a sign you must turn off the equipment immediately.

Report: A farmer's son received a fatal shock when, barefooted, he put one foot on the tractor while his other foot was on the concrete floor of the shed. The tractor was made live by a defectively wired welder.

Safety switches
Using safety switches reduces the risk of electric shock for yourself, your family and workers. Safety switches monitor the power flowing in a circuit. When they detect that some power has passed to earth, which could be through your body, the safety switch will turn the power off immediately. In most cases an electrical contractor can install a safety switch for less than $200.

Report: After repairing an extension lead, a farmer plugged it into an electric drill to test that the lead was working. Unfortunately he had wired the lead incorrectly, causing the case of the drill to become alive so he received a fatal electric shock. This death would have been prevented by a safety switch.

Don't do it yourself
Many electrical accidents around the farm are caused by people without adequate knowledge or qualifications doing electrical work.

There are two broad types of electrical work. Any work that involves wiring or equipment that is fixed in position is electrical wiring work and can only be done by a licensed electrical mechanic. Work on plug-in equipment does not usually require a licence and may legally be done by anyone as long as that person is competent.

Examples of work that must be done by a licensed electrical mechanic include:
- replacing power points
- repairs to overhead lines
- installing power cables.

Work that does not require a licensed electrical mechanic includes:
- making up extension leads
- repairs to power tools
- replacing light globes.

However, work should not be attempted unless you know how to safely do the repairs and check that the equipment is safe to use after the repairs have been done.

Reproduced with permission from the Office of the Chief Electrical Inspector

Creating networks

A recent study in Tasmania found that farmers like training programs and information sessions that allow them to:

- discuss ideas with other farmers
- talk to experts from different agricultural areas.

Farmers talking to other farmers makes sense. These people have credibility and practical knowledge that is worth sharing. Farmers talking to each other can:

- create support networks
- encourage rural development
- share their expertise
- improve farm safety.

Activity 9

Think of the last training session or information session that you attended.

1. Who were the speakers or trainers?
2. Did they have recent relevant experience in farming?
3. Was their expertise in the area they were conducting training or speaking about?
4. Do you think hands on experience in an area is the only way to get expertise about a subject? Why or why not?

Talking farming

But not everyone likes getting up and talking in front of others. Those who do it often say it gets easier with practice, but starting off can be intimidating.

Cheryl Mora, a financial counsellor with more than 20 years' experience in rural finance, is often asked to talk to farmers. Last month she gave a short talk to a group of farmers about managing in a drought. She spoke about communities caring for each other in hard times. It was a talk that she had spent some time planning and it was structured to lead her audience through a number of ideas.

Getting started

You might have to give a talk to a group at some time. You could be asked to talk about:

- your experience
- your farm
- an area that you know a lot about (for example, growing a particular crop or safety measures introduced on your farm).

Cheryl, who gives many talks, has some good advice. She says that before she gives a talk, she spends some time planning it. She thinks about:

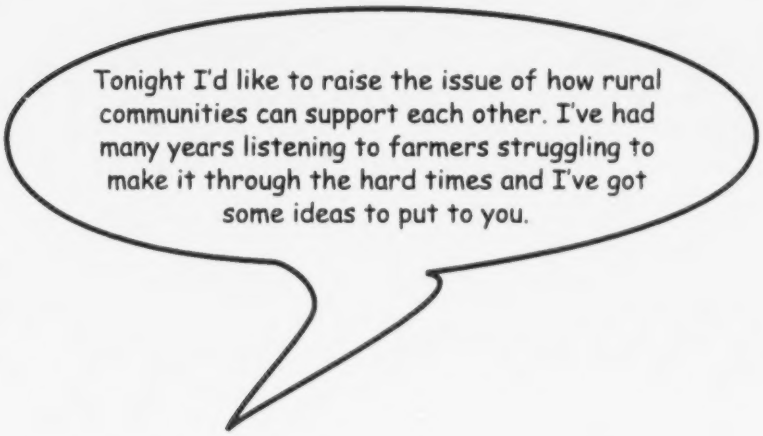
- why she is talking
- who she is talking to
- what she will say
- how she will say it.

Why are you speaking?

The first thing to do when planning a talk is to decide why you are talking. Do you want to tell people:

- new information?
- convince them of something?

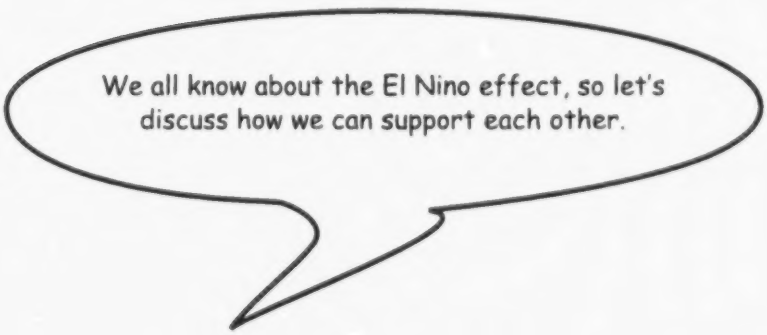
- share your ideas with them?


Tonight I'd like to raise the issue of how rural communities can support each other. I've had many years listening to farmers struggling to make it through the hard times and I've got some ideas to put to you.

Who are you speaking to?

Knowing who will be listening to your talk helps you to decide what words to use and what detail to go into.

If your audience knows nothing about a topic, you will have to give them a lot of information. If they already know about the topic, you don't need to tell them what they already know.



Look at Occupational Health and Safety 2 for more information on giving presentations.

What will you say?

Cheryl takes notes to remind her what she wanted to say. She says that notes help her keep to the point. This is what she wrote for her talk on managing in a drought.

1. Droughts don't go on forever.
2. Families and neighbours need support.
3. Seek help.

Before the talk, Cheryl says she goes over she what she wants to say and rehearses. She advises people not to learn every word and to refer to notes to prompt their memory.

Structuring your talk

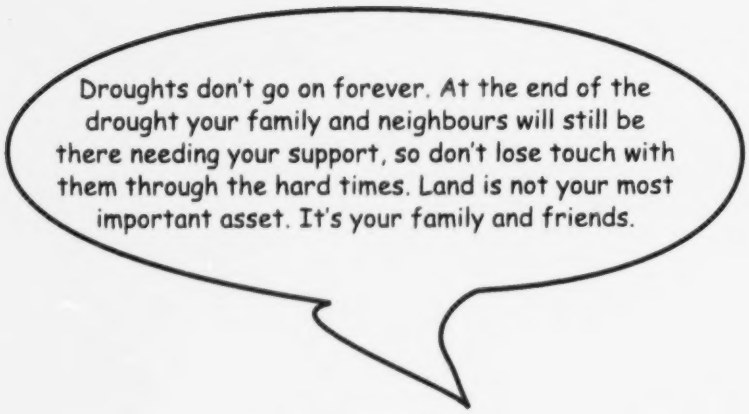
Cheryl says it's a good idea to have worked out what to say:

- at the start
- in the middle
- at the end of your talk.

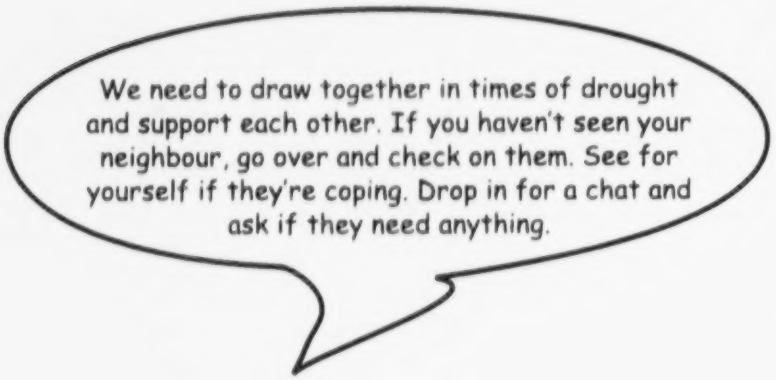
Good speakers structure their talk to help their audience follow what they are saying.

Look at how Cheryl structured her talk.

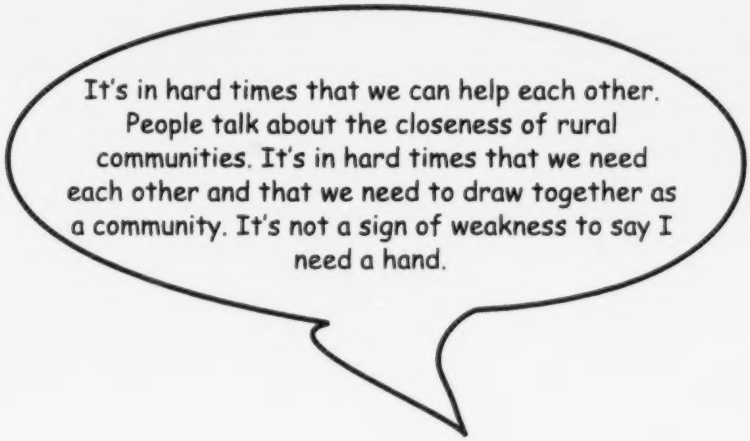
She began with a general introduction.


Droughts don't go on forever. At the end of the drought your family and neighbours will still be there needing your support, so don't lose touch with them through the hard times. Land is not your most important asset. It's your family and friends.

In the middle of her talk, Cheryl introduced some more specific ideas and talked about how neighbours can support each other.

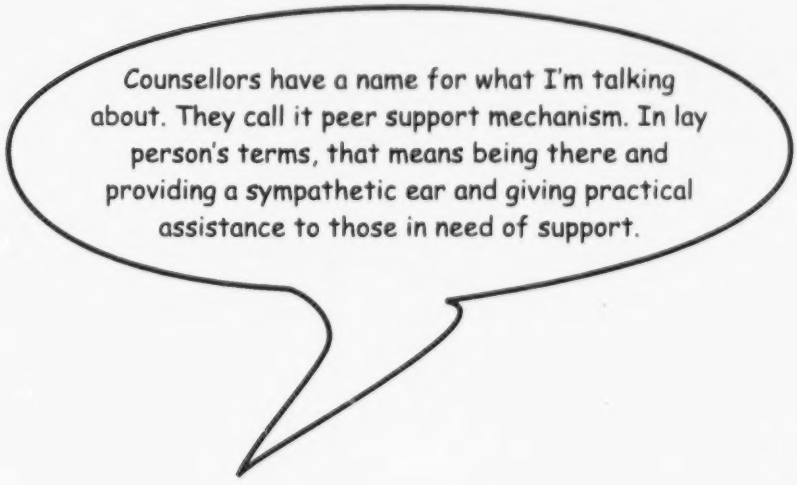

We need to draw together in times of drought and support each other. If you haven't seen your neighbour, go over and check on them. See for yourself if they're coping. Drop in for a chat and ask if they need anything.

At the end, she summed up and restated her message about supporting each other.


It's in hard times that we can help each other. People talk about the closeness of rural communities. It's in hard times that we need each other and that we need to draw together as a community. It's not a sign of weakness to say I need a hand.

How will you say it?

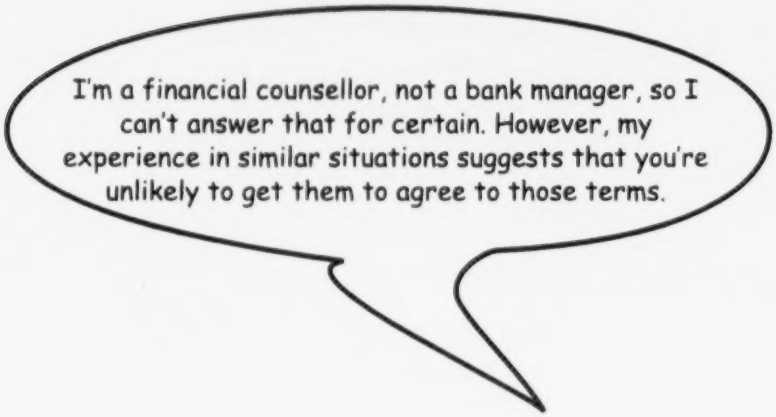
If your audience don't know much about the topic, use language that they will understand.


Counsellors have a name for what I'm talking about. They call it peer support mechanism. In lay person's terms, that means being there and providing a sympathetic ear and giving practical assistance to those in need of support.

You also need to think about how you stand in relation to what you are talking about. For your talk to be useful to others, you need to clearly state what your position is. Are you presenting all the facts? Are you giving them your side of the story based

on your own experience or opinions? What expertise do you have?

It's all right to admit that you are talking from your own experience and you cannot claim to be an expert. If you can't answer a question, say so. Your audience will be more likely to listen to you if you appear genuine, than if you pretend to be someone or something you're not.


I'm a financial counsellor, not a bank manager, so I can't answer that for certain. However, my experience in similar situations suggests that you're unlikely to get them to agree to those terms.

Activity 10

You have been asked to give a talk about an area of farming that you know well. The audience will be a group of agricultural students who have little or no knowledge of what you are going to talk about.

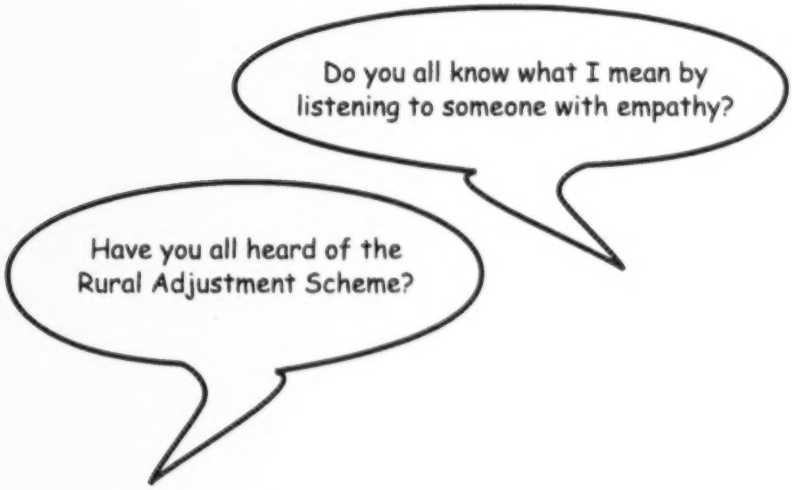
1. Plan your talk. Note down what you will talk about.
2. How will you start your talk?
3. What points will you make in the middle?
4. How will you end your talk?

Giving the talk

When you come to give a talk, make sure you stand or sit where everyone can see you. Talk loudly enough so that everyone can hear you. Check at the start if you can be heard and seen.

Look at your listeners as you speak to them. They will often show you by their expression or the way they are sitting if they can follow what you are saying.

Check that your audience is understanding you by asking them questions.



Talking to even a small group of people can be frightening. Cheryl said she gave her first few talks sitting down. Her knees were shaking too much for her to stand up. She says:

Make yourself comfortable. Be prepared and know what you are talking about. Then it's easy!

Activity 11

1. Next time you go to a talk, decide if the speaker does a good job.

The following checklist might help you decide.

Did the speaker:	**Yes**	**No**
• look at the audience?	❑	❑
• use notes?	❑	❑
• keep on the point?	❑	❑
• use language that was easily understood?	❑	❑
• keep you interested?	❑	❑

2. If you answered no to the last question, can you say why you lost interest?

3. Was there a structure to the talk? Explain what was said at the beginning, in the middle and at the end.

Model answers

Activity 2

Accident Compensation Act 1985

Worker's Claim for Compensation

Original

Worker details

Given name: SIMPSON, JOHN.

Family name: SIMPSON.

Address: 13 MAIN RD
DIAMOND CREEK

Postcode: Home tel. no. 9431 7890

Date of birth: 14-8-74 | Male: ✓ | Female: | Marital status: SINGLE

Are you an Australian, or a New Zealand citizen, or a permanent resident? State which: AUSTRALIAN.

If not, do you hold a current work permit?

Do you require an interpreter? Language spoken:

Employment details

Employer's name, and the address of the workplace where you were working when injured: MR. O.
MARRA GLEN.
Postcode

Tel. no. of workplace:

Gross base weekly wage at time of injury (excluding overtime and allowances): $600

Give details of average normal working week for last 3 months by entering hours worked each day:

M	T	W	T	F	S	S
8	8	8	8	8	–	–

Occupation e.g. electrical fitter, etc.: FARM LABOURER.

Qualifications/experience (see notes on front cover) - Attach details if insufficient space:

Name of employer representative for contact purposes (e.g. your manager): MR. M(

Tel. no. of employer contact: 5712 4567

Are you a relative of your employer, a partner or principal in the firm from which you are claiming compensation? If so, state which: No.

Are you employed or self employed in any other job other than the one in which you were injured? Yes: | No: ✓

If yes, state which:

Second current employer - name and address (if applicable):
Postcode

Tel. no. | Hours worked per week | Gross wages: $

Duties performed for second employer:

(Attach details if you work for other employers)

Has this injury/condition prevented you from working for your other employer(s)?

Injury details

Are you claiming compensation for: WHATEVER I CAN GET.

Time off work? Yes: | No:

Medical and like services expenses? Yes: | No:

What is your injury/condition?	What part of the body is affected?
CANT WORK, STUCK IN BED.	ALL OF ME!!

Describe what happened to cause the injury/condition and mention contributing factors: e.g. type of machinery, exposure to gases, vapours or chemicals or other causes: BROKEN LEG

Have you had any previous pain or disability in the area of your present injury/condition? If yes, please give details: NO.

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Original copy - once completed give to your employer - page 2

Injury details continued

Where were you in the workplace at the time of injury/condition occurring?
BEHIND THE TRACTOR

Was a motor vehicle involved? Yes ✓ No

If yes, was accident reported to police? Yes No ✓

Did the injury/condition involving a motor vehicle happen:

- in the course of work? Yes ✓ No
- during an authorised recess? Yes No

Date injury/condition occurred: 29.9.97

Time injury/condition occurred: 10.30

Period of time over which injury/condition developed - if appropriate: 2 SECONDS

Date you first became aware of your injury/condition: 29.9.97

Date you reported your injury/condition: 29.9.97

Time you reported your injury/condition: 10.31

What job function were you carrying out at the time injury/condition occurred?
GETTING ON TRACTOR

To whom did you report your injury/condition?
BOSS.

If you did not report your injury/condition give reason:

Did you receive first aid or medical attention for this injury/condition? If no, give reasons:
YES - AMBULANCE OFFICER

Do you believe anyone was responsible for your injury/condition? If so, give details:
SHOULDN'T HAVE BEEN MOVING CATTLE IN THE RAIN.

Did anyone witness your injury/condition occurring? Yes ✓ No

If yes,

Name and address of witness 1:
MR.

Postcode Tel no

Name and address of witness 2:

Postcode Tel no

Date you ceased work (if applicable): 29.9.97

Time you ceased work (if applicable): 10.31

Have you returned to work? If yes, date you returned: NO !!

Time you returned:

Declaration and authority to release medical information

I make this declaration in the firm belief that all the information provided on this form is, to the best of my knowledge, true and correct and I am aware that false declarations may be punishable by law.

I authorise any person who provides a medical service or a hospital service to me in connection with the injury to which this claim relates to give information regarding the service relevant to this claim to the Victorian WorkCover Authority, my employer's authorised insurer, my employer, a self-insurer or a Conciliation Officer upon request from any such person made while that person is responsible for administering or is conducting a conciliation in relation to this claim.

Signature of worker: John Simpson. Date: 1.10.97

Signature of witness: (Witness may be any person **except** a person related to you) Date

For completion by employer

Date claim for compensation form received:

Date WorkCover medical certificate received (if time off work is involved):

Employer comments:

Signature of employer: Position:

A.C.N. Employer number:

Workplace number: Date:

Medical information may only be obtained, under the authority signed by the claimant, by a person responsible for administering or conciliating the claim. This information may only be used in respect of a matter or for a purpose arising under the Accident Compensation Act 1985 or the Accident Compensation (WorkCover Insurance) Act 1993. **Unauthorised use of this information can result in a fine of up to $1,000**

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